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The primary objective of the University of Denver Law School 1968 Summer Preparatory Institute was to assist in increasing the number of law students, and subsequently the number of lawyers, by giving 40 students from minority groups an opportunity to demonstrate a potential for satisfactory work in law school. The course content of the program was comprised of classes in Criminal Law, Criminal Procedure, Contracts, and a class assigned the title Law, Justice, and Morality. Twenty-five of the successful participants were expected to attend 7 or 8 law schools in various sections of the country. Narrative descriptions and appendices provide information on objectives of the Institute, recruitment procedures, selection of participants, information about the Institute faculty and teaching assistants, content information about Institute courses, academic results, placement of participants, and suggestions for changes in the program. A related document is RC 002 581. (VM)

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SUMMER PREPARATORY INSTITUTE

UNIVERSITY OF DENVER

COLLEGE OF LAW

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT

ON

1968 SUMMER INSTITUTE

ED023517

September 1, 1968

William S. Huff, Director
University of Denver
College of Law
Denver, Colorado 80204

RC002663

No man's knowledge here can go
beyond his experience.

John Locke

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I.

FORD FOUNDATION GRANT AND THE COUNCIL ON LEGAL EDUCATION OPPORTUNITY

During the spring of 1967 the Ford Foundation made a grant of $150,000 to the University of Denver College of Law to conduct a Special Preparatory Program for twenty college graduates of Spanish-American descent. The grant provided funds for the proper administration of the summer program, including twenty scholarships for its participants, covering tuition, books and subsistence for the summer. The grant also provided scholarships for three years of law school study for up to twelve students, to be chosen from among the twenty competing summer participants. Under this grant a nine-week program was conducted in 1967, and eleven Hispano students were selected at summer's close for admission to the University of Denver College of Law.[1]

In order to continue what was felt to be an extremely worthwhile effort aimed at increasing the number of Hispano students studying law, Robert B. Yegge, the Dean of the University of Denver College of Law early in 1968 applied for and received from the Ford Foundation an additional grant of $58,000 to conduct a second Summer Preparatory Program in 1968.[2] Under this grant twenty-five Hispano students were to come to the University of Denver in the summer of 1968 for a program similar to that conducted in 1967. However, under this grant there were no scholarship funds for continuing law school study. The University of Denver hoped to secure funds so that eight or ten of the promising students in this second of its Preparatory Programs might be able to attend law school at the University of Denver beginning in September, 1968, and that more of the promising summer students might be placed in other law schools.

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[1] Those eleven students completed their first year of law school study in June of 1968.

[2] See Appendix A for a copy of the Press Release announcing this grant.

Shortly after having been notified of this second Ford Foundation grant to conduct the 1968 Summer Program, the University of Denver College of Law was selected by the Council on Legal Education Opportunity to associate with the Council, serving as one of four centers in the nation to conduct preparatory legal institutes for students from minority backgrounds.[3] This additional designation had the practical effect of increasing to forty the number of students who would be coming to the University of Denver College of Law in the summer of 1968 from the originally anticipated twenty-five. In no sense, however, did the designation change the purpose or supported approach of the Ford Foundation program. More importantly, through participation in the program of the Council on Legal Education Opportunity, continuing scholarship funds for additional students while attending law school would be available, enabling more of the students who participated in the 1968 Summer Institute and who showed promise of success to attend law school on scholarship.

On March 11 and 12, 1968 the Executive Director of the Council on Legal Education Opportunity, Dr. Melvin D. Kennedy, convened a meeting in Atlanta, Georgia with his two legal consultants, Robert M.

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[3] See Appendix B for a description of the Council on Legal Education Opportunity.

O'Neil and Robert S. Summers, and each Institute Director from the four CLEO Centers, to outline and plan for the Summer Programs. A similar conference was held in Denver on May 10 and 11, 1968, with additional representatives present from the Ford Foundation, the Educational Testing Service and the Law School Admission Test Council.

II.

OBJECTIVES OF THE SUMMER INSTITUTE

The 1968 Denver Summer Institute, like the 1967 Summer Program conducted at the University of Denver College of Law, was designed to increase the number of law students, and soon lawyers, from minority groups. It is known that proportionately few members of the bar are from minority backgrounds. It is felt this can be explained by the failure of minority group undergraduates to appreciate the opportunities offered by legal careers, and by the frequent lack of adequate academic credentials which often prevents their admission to law schools. Insufficient finances to support an additional three years of graduate work is also a potent deterrent.

Certainly more lawyers from minority group backgrounds would tend to give a minority community a greater voice in business and civic affairs and provide more adequate legal representation for members of the community. It is known that lawyers traditionally have been active in business, politics, civic affairs and public administration. Legal training for members of a minority group would tend naturally to extend the life of a minority community and to give the members of that community a greater and stronger voice in each of these areas. Also, a successful Summer Institute, sending candidates on to complete law school, will serve as a demonstration to other minority group members that success and professional recognition can be achieved. It is felt this demonstrated success could have only a salutary effect upon the ambitions of other young college graduates from minority backgrounds.

The Denver Institute was designed to accomplish two primary goals. Both were to be achieved by simulating, as realistically as possible, a regular law school setting, in course work demands, teaching methods, written exercises and examinations. The first goal was to determine those participants who demonstrated a potential for satisfactory work in law school and, concomitantly, those who did not. The second object was to prepare those students who showed promise of success for the rigors and the exacting academic demands they could expect to confront and must necessarily master while attending law school.

III.

RECRUITING SUMMER PARTICIPANTS

Following shortly upon the March 11-12 meeting of CLEO Institute Directors with the Executive Director and his legal consultants in Atlanta, Georgia, an Information Bulletin for students was prepared.[4]

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[4] See Appendix C for a copy of the Information Bulletin.

This Bulletin was designed to be disseminated to various colleges and universities in the Rocky Mountain Region and to be given to organizations and interested individuals who might know of prospective candidates for the program. It was also prepared in a sufficient number of copies for mailing to each student who inquired of the program. At the same time an Application Form for the Denver Institute was prepared for use by interested students.[5]

The University of Denver Public Relations Office prepared a release for the press following the grant by the Ford Foundation directly to the University of Denver to conduct a Summer Preparatory Institute for twenty-five Hispano students.[6] After the association of the University of Denver with the Council on Legal Education Opportunity, to serve as one of the four centers to conduct a Preparatory Institute, another press release was prepared by the Public Relations Office for dissemination to news media in the area.[7]

The two mentioned press releases were sent to fifty-five (55) college and university newspapers.[8] In addition, the releases were forwarded to twenty-one (21) daily newspapers in Colorado, to thirteen (13) newspapers in Texas, to eighteen (18) newspapers in New Mexico, to eight (8) newspapers in Wyoming, to twelve (12) newspapers in Arizona, and to fifty-four (54) newspapers in California.[9] In addition these releases were given to forty-one (41) radio stations in Colorado for dissemination.[10]

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5. See Appendix D for a copy of the Application Form
6. See Appendix E for a copy of this press release.
7. See Appendix F for a copy of this subsequent release.
8. See Appendix G for a list of these college and university newspapers.
9. See Appendix H for a list of the newspapers.
10. See Appendix I for a list of these radio stations.

In addition to this coverage, The Denver Post, combining a press release received from the Ford Foundation and that from the University of Denver Summer Institute, did an article which appeared on May 2, 1968.[11] The Denver representative of United Press telephoned the Director of the Summer Institute on May 7, 1968 to discuss the purpose, scope and implication of the Institute for minority groups in the Rocky Mountain Region.

One other item of interest was an article in the March 23, 1968 issue of the Christian Science Monitor. This article related to the Ford Foundation grant made directly to the University of Denver to conduct a program for twenty-five Hispano students. There were several letters of inquiry from prospective students which indicated that this article prompted their writing.

Letters were sent to thirteen (13) colleges and universities in the Rocky Mountain Region, advising them of the Summer Institute.[12] The help of each college was asked in locating and encouraging eligible and able students to apply for the program, and Application Forms and Information Bulletins were enclosed with each contact letter.

Through a number of sources--direct inquiries following newspaper publicity, contacts made because of the 1967 Summer Program for Hispano students, and the National CLEO Office--there came to our attention the names of individuals and organizations interested in the program and who might be instrumental in recruitment efforts. Letters enclosing Application Forms and Information Bulletins were sent to each of these contact sources.[13]

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11. See Appendix J for a copy of this article.
12. See Appendix K for a list of colleges and universities contacted.
13. See Appendix L for a list of the names and addresses of these individuals and organizations.

Following the Summer Preparatory Program of 1967 those involved had discussed the possibility of recruitment trips in future years, reaching interested college students and recent graduates, particularly in Colorado and New Mexico. With this in mind a two-day recruitment trip was scheduled for Wednesday, April 17, and Thursday, April 18, to southern Colorado and New Mexico, with planned visits to four colleges: Southern Colorado State College, Pueblo, Colorado; Adams State College of Colorado, Alamosa, Colorado; College of Santa Fe, Santa Fe, New Mexico; and New Mexico Highlands University, Las Vegas, New Mexico. The trip was made by William S. Huff, the Director of the 1967 and 1968 Summer Programs, accompanied by Jesse C. Manzanares, a successful student from the 1967 Special Summer Preparatory Program, who was then completing his first year of study at the University of Denver College of Law. Advanced newspaper publicity was obtained in local newspapers in each city visited, asking that interested college graduates working in the community attend the scheduled meetings, together with college seniors at each school to be visited. College officials were very cooperative in obtaining publicity on short notice and in making available conference rooms for a two-hour meeting at each school. Thirty-two personal contacts were made through this medium, and there were indications that the impact of the trip would extend by word of mouth to others than those who actually attended the meetings. A number of applications were received from persons interviewed during the trip, and several of the persons who ultimately attended the 1968 Summer Preparatory Institute were contacted in this manner.

IV.

SELECTION OF SUMMER PARTICIPANTS

One hundred and six applications were received for the forty available positions in the Denver Summer Institute. Additional written inquiries were received from another eighty-five persons, so there were a total of one hundred and ninety-one persons who indicated an active interest in the program, and of those, with one hundred and six actually submitting applications. There were also a large number of local and long distance telephonic inquiries which went unrecorded.

Geographically, written inquiries concerning participation in the Summer Institute were received from twenty states.[14] Applications for admission to the Summer Institute arrived from eleven states: Colorado (47); New Mexico (33); California (7); Illinois (6); Arizona (3); Washington (3); Michigan (2); Georgia (1); Massachusetts (1); Wisconsin (1); and Wyoming (1); and an application was received from a Biafran student presently residing in Denver, Colorado.

Of the one hundred and six applicants, ninety-eight were men and eight women. Applications were received from eighty-two Hispano students, eighteen Negro students, one American-Indian student, one Biafran student, and one each from students who indicated respectively Portuguese, Italian, and Japanese, as national backgrounds. There was also one application from a student who neither mentioned nor gave indication of

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14. Alabama, Arizona, California, Colorado, Georgia, Illinois, Indiana, Kansas, Maryland, Massachusetts, Michigan, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Texas, Washington, Wisconsin, and Wyoming.

a background that might be considered "minority" within the most liberal meaning of the word.

A number of the applicants were ineligible for the program because they had not yet received, and were not due to receive in the spring of 1968, a baccalaureate degree. All applicants who were presently ineligible were immediately notified that they would be unable to participate in the program. However, each was encouraged to consider pursuing a legal education in the future and was invited, if appropriate, to make later inquiry concerning attendance at a Summer Preparatory Institute.

The Director of the Denver Institute and those three Institute faculty members who were members of the University of Denver College of Law faculty served as an Admissions Committee to pass upon the applications and select the forty students to attend the Summer Institute. The Admissions Committee first met on May 6 and met thereafter from time to time until the selection process was completed. In making selections there was an attempt made, of course, to select those forty persons whom the Committee felt were most likely to succeed in the study of law, taking into account academic background and demonstrated ability, extracurricular college activities, interests and work background, and the applicant's personal situation, which included age, present position, and family status.

Two of the forty students selected to attend the Summer Institute were referred to the program by the Law School of the University of Washington. These students, two of the three females participating, had applied to attend law school and were conditionally admitted by the University of Washington, with final acceptance dependent upon their successful completion of a Preparatory Institute.

Of the forty students originally selected by the Admissions Committee, one declined the offer extended to him, having chosen to participate in a preparatory program being conducted at another law school. An additional offer was made to fill the vacancy created by his declination. Thus prior to the commencement of the program on June 14, 1968, a group of forty students, each of whom had indicated his acceptance of our admission and summer scholarship offer, had been selected to attend the Summer Institute. Of these forty students, one did not appear on June 14, 1968, the date set for the program's orientation session. This student was contacted by telephone on Monday, June 17, and he indicated that he was to be inducted into military service and would be unable to attend. Promptly an offer was made to an alternate candidate (who had previously been notified of his non-acceptance)[15] to take the declining student's position. This offer was quickly accepted and the student arrived to begin work on Tuesday, June 18, having missed only orientation and the first day's classes.

Only two of the forty students, as the program student body was at this point comprised, failed to complete the Institute. These two students left apparently because of family and academic pressures (it is difficult to be certain). They left after the beginning of the second week of the program, the time beyond which the faculty had decided there could be no further filling of vacancies because of the intensive nature of the summer program and the speed with which the course materials were being covered. It was felt that any student arriving later than the close of the first week would be placed at such a decided disadvantage in his competition with his fellow students that he would not have a fair opportunity for success.

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[15] This is Student No. 32 in Appendix M.

Set forth in Appendix M is a list of the forty students participating in the summer program, as the group was finally comprised on June 18, 1968. The students are listed by number only, and each student is described by age, sex, marital and family status, birthplace, permanent address, and college education. Also given are the occupation and educational level of each of his parents, his undergraduate grade point, and his score or scores on the Law School Admission Test. His course marks, grade average in the summer program, and his summer class ranking are given at the close.

V.

FACULTY AND TEACHING ASSISTANTS

William S. Huff, Assistant Professor of Law at the University of Denver College of Law, was selected by Dean Robert B. Yegge to serve as Director of the 1968 Summer Preparatory Institute. Three additional members of the faculty of the University of Denver College of Law, all of whom participated in the 1967 Special Summer Preparatory Program for Hispano students, also served on the 1968 Institute faculty. They are Professor Harold E. Hurst, Professor John Phillip Linn, and Associate Professor Lawrence P. Tiffany. In addition, Professor Kenneth R. Callahan of the School of Law at Wayne State University, Detroit, participated as a faculty member in the 1968 Summer Program.[16]

Because of the heavy written workload and a decision to conduct group and individual tutorials in each course (except Law, Justice and Morality) and a decision to make available instructional help at all times to the summer participants, each faculty member (except Professor Callahan) selected two senior law students to serve as teaching assistants and tutors for his course.

Working with Professor Hurst were Charles H. Booth and William L. O'Quinn, seniors at the University of Denver College of Law. Mr. O'Quinn is a 1961 graduate of North Carolina State University, Lumberton, North Carolina, and Mr. Booth is a 1959 graduate of the University of Denver.

Working with Professor Linn were Gerald P. McDermott and Maxwell A. Snead, also seniors at the University of Denver College of Law. Mr. McDermott is a 1960 graduate of Colorado State University, Fort Collins, Colorado and Mr. Snead is a 1965 graduate of the University of Denver.

Working with Professor Tiffany were Douglas H. Gross and Carl E. Johnson, also seniors at the University of Denver College of Law. Mr. Gross is a 1965 graduate of Baldwin-Wallace College, Berea, Ohio and Mr. Johnson is a 1964 graduate of the University of Denver.

Assisting Professor Huff in administrative activities was Robert E. Jaros, a senior at the University of Denver College of Law. Mr. Jaros is a 1964 graduate of the University of Colorado, who received his M.B.A. degree in 1966 from the University of Oregon.

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16. See Appendix N for further information on the faculty.

Arrangements were made for the faculty and teaching assistants to convene as a group for a business lunch each Wednesday at noon, beginning the second week of the program, June 26, and continuing through the program's eighth week. This provided an opportunity for the eleven persons closely involved in the operation of the program to meet together at least once each week to discuss its progress and any difficulties which had arisen. At one such meeting in mid-July the group was joined by Dean Henry V. Poor of Yale University Law School, during his visit to the Institute to talk with the participating students. On July 31, Dr. Melvin D. Kennedy, the Executive Director of the Council on Legal Education Opportunity, and Robert M. O'Neil and Robert S. Summers, legal consultants to the Council, joined the faculty and teaching assistants at a business luncheon to discuss the progress of the Institute.

On July 25, Bethuel M. Webster, a Trustee of the Ford Foundation, attended one of the program's summer classes, later discussing the program and its progress with Dean Yegge, Professor Huff, the Institute's Director, and Professor Tiffany of the Summer Program faculty.

VI.

CONDUCT OF THE SUMMER PROGRAM

A. Orientation

The students in the University of Denver Summer Institute were asked to arrive in Denver in sufficient time to be prepared to attend an orientation and registration meeting at the College of Law at 1:30 p.m. on Friday, June 14, 1968. As indicated, thirty-nine of the forty students originally selected prior to the commencement of the program presented themselves at this time and were registered with the College of Law as Summer Institute students. The position of the one student who failed to appear was filled the following Monday, June 17.

At the orientation meeting, held in the Lawyer's Lounge at the College of Law, the students had their first opportunity to meet each other, the members of the summer faculty and the teaching assistants. A welcoming address was given by Dean Robert B. Yegge of the College of Law. At this orientation meeting the students were given a list of their fellow students, their class schedules,[17] their first class assignments, tutorial group assignments, and a recommended time-study guide for a typical week of the program.[18] Most of the books for each of the four courses were distributed at this meeting.[19] At the close the students were divided into small groups and were conducted on a tour of the law school by the teaching assistants.

B. Law School Admission Test

On Saturday, June 15, the thirty-nine students who had appeared for the initial session took the Law School Admission Test.[20] The fortieth student, who began the program the next Tuesday, had previously taken the test. Arrangements had been made with the Educational Testing

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[17] See Appendix O for this schedule.
[18] See Appendix P for this guide
[19] See Appendix Q for a book list.
[20] See Appendix R for LSAT scores.

Service for a special administration of the test to all Summer Program students. With the consent of the Educational Testing Service, nine additional students, most of whom were minority group students who were to participate in a summer program at the University of Colorado School of Law, also took the test with the Summer Program students on Saturday, June 15.

C. Library Tour

During the orientation meeting the students were divided into two sections, half of them being asked to appear at 1:00 p.m. and the other half at 3:00 p.m. on Sunday afternoon, June 16, to be conducted upon a tour of the Law School Library. Summer Institute teaching assistants conducted each group on a complete tour of the library facilities, spending two hours with each group. The students at this time were also given instructions by the teaching assistants on the various types of books available in the Library and their use in legal study. Among other aspects of legal research, the students were instructed in the nature and use of legal encyclopedias, statutes, case digests, the West Reporter System, hornbooks, law reviews and Shepard's Citations.

A number of complimentary pamphlets concerned with the study of law and with legal research, made available by Shepard's Citations, Inc. and the West Publishing Company, were given to the students at this time.

D. Publicity

On June 14, the opening day of the program, representatives of television station KLZ, the CBS affiliate in Denver, appeared at the law school to film scenes in the classroom. This film, accompanied by a concise narrative describing the program's goals and techniques, was telecast twice in the Denver area on June 14, during the late afternoon and the 10:00 p.m. news programs.

At the close of the program, on August 15, the same news team from KLZ returned to film program scenes and students. This report was telecast, with a narrative report describing the program's progress and conclusion. The news report concluded with an interview of one of the Hispano students, seeking his view of the program, its promise and meaning. This report appeared on the late afternoon and 10:00 p.m. news programs on August 15 and again on a news program the morning of August 16.

At the request of the Public Relations Office of the American Bar Association, arrangements were made to prepare ten 35 mm color slides, depicting typical scenes at the Denver CLEO Institute. This was done in early July. The slides were to be used in a program to be developed for presentation at the ABA annual meeting in Philadelphia in August. Two pages of black and white prints of these photographic slides, utilizing eight of the ten pictures, accompany this report.

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E. Course Work

Classes for the Summer Preparatory Institute began on Monday morning, June 17, which was the day preceding the commencement of the regularly scheduled summer session at the University of Denver College of Law. Typical of law school arrangements, the students in the Summer Institute were expected to be and were prepared for participation in their first class meetings, having received their first assignments at the orientation meeting on the preceding Friday.

The University of Denver College of Law operates on the Honor Code system and the Summer Program students were asked similarly to be bound. Each student participating in the Summer Institute was given a copy of the Student Handbook of the University of Denver College of Law which contains a reprint of the Honor Code. He was directed to read and familiarize himself with the Code, and he was asked to sign an agreement acknowledging that he had received a copy, had read and understood it, and would be governed by its provisions at all periods of his registration at the University of Denver College of Law.

During organizational meetings before the commencement of the Summer Institute, it was decided that the 1968 Denver Institute should be conducted essentially along the lines of the 1967 Ford Foundation program for Hispano students. Three courses, which often might be characterized as basic courses, were selected to teach the fundamentals of the case method of legal study, including the analysis and briefing of cases, class recitation, and examinations. These courses were Criminal Law, Criminal Procedure, and Contracts. A fourth course was desired--one which might free the student from the case method, offer him a chance to view the law in a broader perspective, provide a certain amount of freedom of expression, creative interest and allow for some individual exploration. To this end, Professor Kenneth R. Callahan of Wayne State University was asked to teach a course in which legal philosophy might play an important role. He assigned the title of Law, Justice and Morality to this course.

The summer courses were non-credit in nature, which is to say that any law school accepting a successful participant from the Summer Program would not be asked to give credit toward graduation for his having taken the four courses in the Summer Institute. For this reason no summer course had to serve as a substitute for a substantive course, since even the successful summer student could expect to repeat most of the courses during his law school career. Hence, in the professor's discretion any course could be truncated, as compared to the substantive coverage in the regular course bearing that name. It was hoped that the adopted method would allow each student to be exposed to the process of case briefing, class recitation, the Socratic teaching method, the benefits of legal research, written paper requirements, and to intermediate and final examinations.

Each of the four courses was structured as if it were a three-hour course, so each met three times each week during the morning hours of the summer session. The regular classroom work was augmented by a tutorial system which allowed closer instructor contact with each student. This was done in part through group tutorial sessions for each course except Law, Justice and Morality. The Summer Program students were divided into three tutorial groups (thirteen students in each of two groups and fourteen in the remaining group). Each group or section was assigned three one-hour periods each week, for the conduct of a one-hour tutorial session with the respective professor and teaching assistants for each of three courses. Thus, each student attended twelve hours of class each week (three hours for each course), and he also had three hours per week devoted to group tutorial sessions (one tutorial session for each of three courses).

The group tutorials were supplemented by individual tutorials conducted by the teaching assistants. As indicated, in each course in which examinations were to be required, there were two teaching assistants. In each of these courses, the two teaching assistants divided the forty students among them, so that each teaching assistant served twenty students. A teaching assistant was to be available to assist his faculty member in both class and group tutorial work, and to meet once each week, for at least a half hour and often longer, with each of his twenty students, reviewing the student's work, giving him advice, answering his questions, and, in general, supporting him in any way feasible.

At the start of the program a meeting of all faculty members and teaching assistants was held to coordinate summer examinations and writing requirements. This resulted in a dispersal, to the extent possible, of major assignments, so that conflicts in preliminary examinations and major work assignments were minimized. This resulted very early in the program in a written schedule prepared for the students, revealing in advance the scheduled preliminary examinations and writing requirements for each of the four courses, giving brief descriptions of each and their dates.[21]

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[21] See Appendix S for a copy of the schedule of preliminary examinations and required papers.

The regular summer session at the University of Denver College of Law is eight weeks in duration and is followed by a week of scheduled examinations. The Summer Institute faculty felt it would be useful to reserve time following final examinations in the Summer Program to conduct a critique of the examination in each course. It was thought this would be particularly helpful for the successful candidates, giving each faculty member a chance to review the examination and appropriate answers so that each student might be aware of his own examination strengths and weaknesses by having participated in the critique. For this reason the Summer Institute classes closed on Wednesday, August 7, which was two days before the close of the regular law school summer session on Friday, August 9. With this early closing, the first examination in the Summer Institute was scheduled for Friday morning, August 9. The second and third examinations were scheduled for the mornings of the succeeding Monday and Wednesday, August 12 and 14, respectively. All examinations had then been completed by August 14, and three half-days were reserved thereafter for the critique of each examination. Thursday, August 15, and Friday morning, August 16, were set aside for this purpose.[22] Immediately after the close of the last examination critique, the faculty, teaching assistants and the director met to assemble data, calculate academic results and to pass upon the question of the successful completion of the Summer Institute by each student.

There follows a description in somewhat greater detail of the conduct of each course offered in the Summer Program.

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[22] See Appendix T for a copy of the final examination and examination critique schedule.

(1) Criminal Law

Professor Harold E. Hurst used the third edition of Perkins, Cases and Materials on Criminal Law and Procedure, choosing this work because of its excellent selection of criminal law cases, with its good examples of statutory changes and additions to the common law.

Class sessions were used to practice analysis skills in depth--the isolation of the material facts of a case, its issues, and the rules of law applied by the court. In this process, the attention of the student repeatedly was directed to the proper use of facts and rules of law in legal reasoning, or what might be called the legal syllogism and the deductive process in arriving at defensible conclusions. Time and emphasis were given to pointing up both well-written court opinions, in which all of the elements of the case were recorded and where the court reasoned with concise and persuasive logic, and also those poorly-written court opinions which were either incomplete, garbled in reasoning or both. A lesson was drawn by stressing a similarity between well done appellate court opinions and, on the other hand, well prepared appellate briefs and well written law school examinations. Case materials utilized for these purposes encompassed both crimes against the person, including homicide, murder and manslaughter, and crimes against property, including arson, robbery, larceny and burglary.

The group tutorial sessions were used almost exclusively for two purposes. First, there were critiques of student work previously performed, including case briefs, research papers and preliminary examinations. Second, there was hypothetical problem solving, with each student being required to solve a different problem, applying the skills and rules of law acquired in class sessions, and being required to defend his solution against the challenges of his classmates. The latter afforded the professor a more intimate impression of each student's thinking and has capabilities. One tutorial session was devoted to a discussion of the types of examination questions with which a student might be confronted, how to proceed to a question analysis, and how to organize and write a responsive answer.

During the summer session each student was required to prepare two research papers on problems assigned by the professor. The papers were to be cast essentially in the form of appellate court opinions. The first, limited to common law concepts, dealt with an intricate pattern involving robbery and the felony-murder doctrine, which included a difficult problem of foreseeability and "ambit of risk." This first paper was criticized extensively and returned with written comments by the professor appended. Many students were required to rewrite this first effort, and in most of these instances more extensive research was also required. No mark was assigned to this first paper but written evaluations of both the initial product and the rewritten work were retained. Research required for the second paper caused the student to utilize common law materials, statutory modifications of the common law, and case law interpretation of the statutes. The second problem contained some of the elements of rape and mayhem and all of the elements of assault and battery and false imprisonment. Part of the objective of this paper was to require students to apply their analysis skills, research skills and their capacity for legal reasoning to areas of criminal law to which they had not previously been exposed. This paper was graded and returned to the student with appropriate comments thereon by the professor and teaching assistants.

At the close of the first two weeks of classes there was a trial examination. Like the first research paper, this examination was commented upon in writing and returned to the student, with an indication of the probable grade it would have earned had it been scored.

A second and much more difficult examination was given at mid-term. This examination was graded and returned to the student, again with extensive written comments. A final examination was administered at the close of the summer session; it too was marked, commented upon, and returned to the students.

The individual tutorial sessions in Criminal Law were devoted to evaluation and criticism of briefs, class notes and subject outlines prepared by the students. The two teaching assistants read all examinations and research papers, and they were asked to make their written comments on all papers. The papers and examinations, with the written comments of the teaching assistants appended, were then reviewed by the professor. Teaching assistants were available at all times in the library to assist students with research and writing problems. To promote student confidence in the teaching assistants, the latter were often asked to conduct class proceedings with the professor present.

The course mark for each student in Criminal Law was derived as follows: a separate mark was assigned for the mid-term examination, for the second research paper, and for the level of accomplishment attained in case briefing as demonstrated by written briefs required during the last week of the summer session; these three marks were averaged, with each being given equal weight. This average and the final examination grade were each given equal weight in determining the final grade for the course.

(2) Contracts

Professor John Phillip Linn utilized Friedman's Contract Law in America, A Social and Economic Case Study (University of Wisconsin Press, 1965). In addition each student was given the complete file of a Colorado contract case, and each was given individual Colorado case assignments, as well as being required to familarize himself with Articles 1 and 2 of the Uniform Commercial Code.

During the first week of the program the students were introduced to a contract problem through the examination of the file of a modern Colorado contract action. The dispute was followed from the client's recital in the lawyer's office through the pleadings, motions, pretrial and trial proceedings, and through the reviewing court opinion and decision. This was contrasted with common law procedure to familarize the students generally with legal terminology, practice and procedure. Subsequently, students were concerned with the analysis of judicial opinions using a legal continuum approach developed by Professor Linn, in lieu of the usual briefing or abstract method. The legal continuum approach, unlike the usual brief or abstract emphasis, shows the structure of each case, reveals the positions of the parties, relates the roles of the trial court and jury system to the reviewing process, and considers procedural and evidentiary matters as being as important to problem solving as substantive rules of contract law.

During the second, third and fourth weeks of the program, students analyzed various Colorado contract cases which they had been assigned individually. All of these cases involved labor and service contracts. The classes in problem solving were conducted by means of the Socratic method, utilizing labor and service contract situations, except when lectures were given covering large segments of basic material or particularly difficult subjects. During this period (in the second week) a trial examination was administered to familarize students with the examination technique. At the end of the fourth week, a mid-term examination was administered, and it was graded and used as a portion of the course mark.

At the beginning of the program's fifth week the emphasis shifted from labor and service contracts to sales contracts, with stress on the Uniform Commercial Code. The legislative approach of the Uniform Commercial Code was contrasted and compared with common law contract concepts.

Beginning the sixth week and continuing through the remainder of the program, time was devoted to the materials in the assigned textbook, Contract Law in America. These materials provide an overview of contract law, giving special attention to the effects of legislation in areas once governed by abstract common law principles of contract. It was felt these materials were much more interesting and understandable to the students when placed at the close of the summer session. Students were encouraged to outline the contents of the book by chapters, preparing those outlines of subjects due for class discussion or class lecture through the final three weeks of the program.

A final and comprehensive examination was administered, graded and thoroughly critiqued during the examination week.

There was work required of the students in addition to that reported in the above weekly analysis. Each student had to select, read and outline at least two law review articles, and discuss them with his teaching assistant (or in class where relevant). More importantly, each member of the class was required to draft a services contract based upon a detailed factual situation provided by the professor.

The group tutorials were utilized to review examinations or to consider new subject matter, or often to consider additional subject matter related to that then under consideration in class. These periods were used neither for open and free discussion periods nor to discuss study problems of individuals. These matters were encouraged to be taken up in the individual tutorials with the teaching assistants, or else individually with the professor. The teaching assistants attended all class sessions and attended at least one of the three group tutorial sessions conducted each week. They prepared and presented at least two class lectures each, assisted in drafting and grading the mid-term examination, conducted one or two of the group tutorial sessions each, assisted in the evaluation of the contract writing assignment, and conducted an extensive course review preceding the final examination at summer's close. Professor Linn feels that the teaching assistants were well received by the students and that they performed a unique and invaluable service to the program. He felt their identification of student understanding or its want, and student strengths and weaknesses, was of special value to him in teaching and in structuring the course materials.

(3) Criminal Procedure

Professor Lawrence P. Tiffany used Hall and Kamisar, Modern Criminal Procedure, including its 1967 Supplement. In addition, three recently decided United States Supreme Court cases were reproduced and distributed to the students. Each student, by assignment, briefed thirty-nine cases for classroom discussion. These cases covered the following topics: the exclusionary rule; arrest without a warrant; a survey of search law; search warrants; field interrogation; entrapment; confessions; spying; stomach pump; blood test; health searches; line-ups; right of confrontation; bail; and double jeopardy.

One class was devoted to instruction in briefing techniques and one to a critique of the mid-term examination. Otherwise, the class discussion was largely Socratic in method, and it was met with the usual resistance and misunderstanding expected of first quarter law students. However, once the students realized that problems were being discussed rather than a single truth being sought, class performance improved.

The group tutorials were used to allow an opportunity for students to raise questions of the instructor or teaching assistants relating to the materials previously covered in class, or to raise questions concerning study techniques. There was no hesitancy on the part of the students to raise discussion questions and profitably to fill the hours.

A schedule was established so that each student consulted at least once a week with his teaching assistant. The teaching assistant examined student briefs and class notes, and he was available to answer questions raised by the students, either about the substance of the course, study techniques, research techniques or other matters.

Each student was required to maintain a vocabulary list of legal terms encountered in the course, submitting this list weekly to the teaching assistant who checked both the adequacy of the list and the content of the definitions. Students were also informed that formal consultation sessions did not preclude informal contact with either the professor or the assistant. They took fairly good advantage of this offer with respect to teaching assistants, but it was late in the summer before students felt free to consult with Professor Tiffany.

There were four writing assignments during the summer. The first, due June 24, was to familiarize the students with legal research techniques.

For the second and third assignments, each student was required on two separate occasions to select a law review article and summarize it in writing, submitting the summary at the time the subject matter was to be discussed in class. The respective subject matters assigned were entrapment and administrative searches. The purpose of these two assignments was to develop the student's ability to find and use supplementary articles as an aid to understanding class materials. A major research paper, no less than twenty pages in length, was later scheduled and was due July 31. The paper was required to be typewritten, and the footnotes were to follow the Harvard whitebook form. The subject matter was "the law of consent searches in criminal cases." It was required, of course, to be the individual effort of each student.

Two written examinations were given. The first was administered about the middle of the term and was one hour in length. The second, three hours in length, was administered at the close of the term, and covered in depth the entire course.

At the close of the fifth week of the Summer Institute, at a time when the students had completed three papers and a mid-term examination, a series of consultations were arranged by Professor Tiffany so that each student who needed assistance could discuss various matters with the professor. A large majority of the students were swept into this series by their demonstrated need; the remaining students were informed that they could arrange such an appointment on their own initiative. Many of the uninvited students took advantage of this option. The purpose of the consultation was to give the student a realistic evaluation of his performance to that date and to focus particularly on examination techniques and problems manifested by the student on his mid-term examination paper or in assigned papers previously submitted.

(4) Law, Justice and Morality

Professor Kenneth R. Callahan utilized a number of books available *in soft-bound form.* Distributed at the outset were: Selected Essays from the Harvard Law Review, An Introduction to Law; Cardozo's The Nature of the Judicial Process; Freund's The Supreme Court of the United States; A Guide to Court Systems. A fifth book, Professional Responsibility and The Administration of Criminal Justice by Murray Schwartz was distributed at the close of the summer session with instructions on its use by the students written by Professor Callahan.

These materials were used, together with fact situations and problems supplied by the professor, to explore the court system and the adjudicative process as a dispute-resolving technique. Ample time was devoted to allowing free and wide-ranging expression of student opinion and philosophy, often raised by legal and ethical questions in a criminal law setting.

This course was designed to allow the students a broad perspective of law and its study. It was hoped this less tightly structured course would provide an interesting contrast with the case abstract approach of the other three courses. Professor Callahan utilized the time to explore the nature of the legal method, the concept of the rule of law, how to translate facts into legal issues, the distinction between justice, law and morality, and the necessity for order. Professor Callahan felt his classroom teaching method varied considerably from what he normally used in a regular law school course. He tried to get as much classroom participation as possible to obtain a notion of student views about law, justice and morality. After a brief look at the structure of the legal system and the manner in which it operates, he began to develop an understanding of theories by which the legal system can be evaluated. He made an attempt to determine if concepts such as "good" and "bad," "just" and "unjust," and "moral" and "immoral" can be reduced to meanings sufficiently concrete to enable people to communicate intelligently when using them to modify the word "law." To accomplish this the students examined both actual and hypothetical cases. Time was also given to an explanation of the degree of freedom a court has in deciding a case, that is, to what extent is a court bound by precedent in making its decisions.

The mark is this course was based on a substantial writing effort by each student and on a student's performance.

F. Extracurricular Activities

It was hoped that a certain number of extracurricular activities could be planned for the students participating in the 1968 Institute. However, decisions as to what activities, and how many there should be, were postponed until there was a chance to ascertain how much time the students would have available, in light of their rather heavy workload. Certainly, there was never any question but that academic work must take precedence over all other activities. No extracurricular activities were arranged for several weeks following the arrival of the students, so that they might adjust to their rigorous schedule.

At the invitation of the Director, Roger Cisneros, Esq., addressed the assembled students at the College of Law on July 9, 1968. Mr. Cisneros, a graduate of the University of Denver College of Law, is a Hispano attorney practicing in the City and County of Denver. He is also a Colorado State Senator. Mr. Cisneros talked with the students, telling them of the opportunities and challenges available to them through the study of law. He was available for questions after his talk and there was a responsive interest shown by the students.

On the afternoon of July 11, 1968, Edward H. Sherman, Esq., the Public Defender for the City and County of Denver, addressed the students at the law school. He spoke to them on the operation and function of his office. Mr. Sherman is a very persuasive speaker and he made a forceful case for the need for the defense of the indigent and for the legal profession to bring to that task its most capable and talented young men.

On July 12, the students attended a half-day conference sponsored by the International Law Society of the University of Denver College of Law, which was concerned with various social and civil rights and problems.

The Summer Program students also attended a meeting sponsored by Professors Ved Nanda and James Nathanson of the faculty of the University of Denver College of Law at which Mr. Aubrey Grossman, a prominent San Francisco lawyer active in the legal work of the American Civil Liberties Union, spoke.

During the summer Professor Kenneth R. Callahan of the Summer Program faculty held three evening parties at his apartment, inviting a third of the students to each gathering. Other faculty members and teaching assistants attended as well, and this kind gesture by Professor Callahan provided a chance for students to meet socially and to get to know faculty members and teaching assistants.

VII.

ACADEMIC RESULTS

As indicated in Section IV of this Report, by the close of the first week of the program, the Admissions Committee had settled finally upon forty participants, who are described by number and data in Appendix M. As noted earlier, two of these forty participants withdrew from the program before its completion.[23] Thirty-three of the remaining thirty-eight students satisfactorily completed the summer program, which is to say they achieved a passing or C average in the four summer courses.

As noted earlier Appendix M gives each student's marks in the four courses, as well as giving his overall average, and his class ranking in the Summer Institute. It might, however, be helpful to discuss the performance of the students as a group. The grading system at the University of Denver College of Law, which was utilized in this summer's Institute, is on the following basis:

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[23] See Section IV of this Report for a discussion of the selection of summer candidates and the replacements for students who withdrew.

A	85-100
B	77-84
C	68-76
D	60-67
F	45-59

No student in the Summer Institute earned an A average. The ranking student in the class received one A and three B's, earning an overall average of 84 in the program. Each of the succeeding ten students also earned a B average, ranging from a high average of 83 to the lowest B average of 77. Thus, of the thirty-three students who successfully completed the Summer Program, eleven had at least a B average.

The remaining twenty-two successful students had C averages, ranging from a high C average of 76.75 to the lowest C average of 68.

Among the thirty-three successful participants, only one student failed any of the four courses with a mark of F, and this student did so in only one course. Eight additional students among the successful participants did, however, receive at least one mark of D.

A vast amount of work, and work of high quality, was demanded of the summer participants, and it was received from each of the successful candidates. The average marks for the thirty-three successful students indicate the ability, given the same devotion and hard work brought to this summer's program, to manage successfully regular law school work.

Of the five students who finished the program, but who did not perform satisfactorily, one came very close to having a C average. The thirty-fourth ranked participant had an average of 67.25. However, this man, though he had a 67.25 average, failed to pass (i.e., have a mark of at least 68) three of his four courses. The remaining four unsuccessful participants had averages ranging from a high of 66.25 to a low of 65.25.

In summary, the academic performance of the summer participants was considerably more than acceptable at the upper ranges. In addition, the faculty was surprised and pleased that such a high percentage of the summer participants managed to achieve a passing average. Even the performance of the unsuccessful five students was not dismal, but it was not such that would hold promise for a happy law school career.

Immediately after the close of the Summer Institute, marks were assessed, and each participant was promptly informed by mail of his standing, although most had been informed personally by the Director of their marks and standing as early as Friday afternoon, August 16.

After the close of the program, the Public Relations Office of the University of Denver prepared a press release, again describing the program and also reporting concerning the successful performance of thirty-three of the summer participants. This was released for publication in early September, 1968.

VIII.

LAW SCHOOL PLACEMENT OF SUMMER PARTICIPANTS

Unlike the 1967 Summer Institute at the College of Law, which was a pilot project providing scholarships to its successful participants to attend only the University of Denver, under the Ford Foundation sponsored 1968 Summer Program there were plans to place successful candidates at other law schools as well. Thus the association by the Denver Program with the Council on Legal Education Opportunity, whose aim was to disperse the successful candidates from its four Preparatory Institutes among law schools throughout the nation, helped the Denver Program to fulfill these plans.

All schools belonging to the American Association of Law Schools were aware of the formation of the Council on Legal Education Opportunity and the existence of the four Institutes and seemed, in the main, eager to cooperate with the venture. Seeking the cooperation with the Denver program of law schools in the region, a letter was sent late in May, 1968 to the deans of nineteen law schools, reminding them of the existence of the Denver Institute and encouraging their schools to consider accepting successful candidates from the Denver program.[24] It was hoped that each law school would favorably consider institute participants, not using its normal criteria for admission (LSAT score and undergraduate academic background), but considering, strongly if not exclusively, the Summer Institute student's performance during the program. The response from the schools contacted was heartening, with eager interest shown in considering and possibly accepting Summer Institute participants in the autumn of 1968.

During the conduct of the Summer Institute, each participating student was asked to indicate three law schools which he would like to attend. Because the students were very busy with their summer work, the Director of the program served as each student's agent in making contact with the schools he had indicated. Letters were written to each of the three schools indicated by each student, informing the law school of his interest in attending, asking the school to bend every effort to admit him in September if he successfully completed the Summer Program, and requesting the school to use a student's performance in the Summer Institute as the main criteria for admission rather than following their usual procedures. These activities necessarily served only to put law schools on notice of a student's interest. The time was not ripe for an admission decision until the student had completed the Summer Program. Students were encouraged to indicate schools of their choice, and they were not limited to the nineteen schools to which letters had earlier been directed by the director of the program.

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[24] For a list of the nineteen law schools originally contacted for placement purposes, see Appendix U.

At the program's close, a copy of a grade card reflecting a student's grades in the four courses and his summer average was sent, with student consent, to each law school to which a student had expressed an interest in attending. In addition, paragraph evaluations of each student were prepared by each professor and these also were made avail-

make their admission decisions. Also accompanying this summer performance data were copies of a student's college transcript, LSAT score and his Application Form to attend the Summer Institute.

Throughout the summer there were a number of visitors to the Denver Summer Institute from other law schools interested in recruiting Summer Institute students. On July 16, Dean Henry V. Poor of Yale Law School talked to the assembled students concerning Yale's interest in the program. On July 22 Dean David H. Vernon of the University of Iowa

Law School visited Denver, addressed the assembled students, and talked individually with students indicating an interest in attending Iowa. Similarly, on July 25, Dean Russell Olin of the Univeristy of Colorado School of Law, together with Professor Jonathan Chase, visited the Summer Institute and talked to all of the students and then individually with students interested in attending law school at Colorado.

Professor Robert A. Stein of the University of Minnesota Law School was in residence at the University of Denver during the summer while participating in another program. On July 30 he talked to the assembled students in the Summer Program, and on other dates he talked with individual students interested in attending the University of Minnesota Law School. Similarly, Professor Callahan of the Summer Program faculty talked with those students interested in attending law school at Wayne State University.

A number of the summer participants developed pressing military obligations during the summer, and it is doubtful they will be able to attend law school in September, 1968. However, having successfully com-

rently planned that funds be set aside in escrow by the Council on Legal Education Opportunity for their later attendance at a law school upon their release from military service. At the writing of this Report, it would appear that perhaps eight of the thirty-three successful participants from the Denver Institute will be going into military service this autumn, and that the remaining twenty-five from the group of successful participants will be dispersed among approximately seven or eight law schools from among twelve law schools which actually accepted CLEO students.[25]

IX.

SUGGESTED PROGRAM CHANGES

Without question the Denver Institute faculty unanimously agreed that programs such as this are valuable, are worth the cost and effort, and should be repeated. There seem to be no question but that this faculty response was shared by the summer participants. The need for such a program is shown by the wide and enthusiastic response of applicants from minority backgrounds, both in the summer of 1967 and that of 1968.

In addition, it was the unanimous opinion of the Denver Summer Program faculty that the essential thrust of such programs should continue to be in the direction taken by the 1967 and 1968 programs. That is, the method of instruction should be similar to that used in a regular law school setting, with emphasis upon proper briefing of cases, class recitation and participation by every student, and the use of the Socratic method. Any remedial work, and there is much in connection with [illegible] and reading skills, should be done in this context. This basic approach will accomplish two major goals. First, it will allow a minority group student who is capable of successful law school work, but unable to demonstrate his capacity by a high mark on the Law School Admission Test because of cultural disadvantages, to prove by an alternative method his capability. Second, it will provide the participant who can expect difficulty in law school work an opportunity to begin to overcome handicaps in reading, writing and analytical skills.

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[25] For a listing of these law schools see Appendix V.

In the light of this major emphasis, faculty members have made a number of suggestions for minor alterations in the program in ensuing years. All feel that it would be well if advance arrangements for such institutes can be completed sufficiently early in the spring of the year, so that publicity, recruitment, and local institute planning can be done sufficiently early to allow timely effort. Of course, this need for time becomes greater as the faculty members are drawn from different law schools.

There is a feeling that the total number of writing projects required during the 1968 Summer Institute were too many. A great number of required writings seemed to cause some student concern as they worked to meet one deadline after another. It has been suggested that in succeeding years, no more than one writing assignment for each course be made. In this connection, there has been a proposal that a moot court experience should be substituted in lieu of one of the current major writing efforts. Of course, this would involve the preparation of a substantial written work in the form of an appellate court brief, so no loss in the exercise of writing skills would result. However, it is felt that a moot court experience would be much more interesting to the students than the normal legal essay. It was also offered that such an experience would indicate to each student the fact that the law is a fluid and contesting affair, dissipating the concept that so many undergraduates bring to law school, i.e., that the professor somewhere has all of the law secreted in a book not available to students, or else in his desk drawer file, and that his endless questions are but to confound.

Another suggestion, and one that easily could be implemented, would be to arrange for closer personal contact between professors, teaching assistants and students. It has been suggested that a weekly coffee and doughnut hour, at a time when all faculty and teaching assistants could be present, should be built into the program. In addition, consideration should be given to social gatherings at the start of the program, once about mid-term, and again following the close of the Institute. It is felt this could serve to add a dimension of concern and warmth to the program which is too often minimally expressed.

X.

CONCLUSION

There is no dissent among those involved in the preparation and conduct of the Denver Institute on the proposition that it was a worthwhile and a successful effort. Again, as in the summer of 1967, the outstanding feature was the lack of real difficulties encountered and the even greater student success than had been anticipated. The 1968 Denver Institute seemed to be a fulfillment of the promise that we had expected after our 1967 program, and there is every reason to believe that the conduct of such institutes and the quality of student performance will only improve.

NEWS FROM THE FORD FOUNDATION
320 East 43 Street, New York, N.Y. 10017
Office of Reports 573-5000

FOR RELEASE FRIDAY, A.M., MARCH 8, 1968

NEW YORK, March 8 -- Funds for a variety of attacks on poverty -- among minority groups in the cities and in rural areas -- were announced today by the Ford Foundation.

The programs, for which grants totaling $3.2 million were announced, employ a wide range of practical approaches including community corporations, industry-based training, business engagement in slum reconstruction, and self-help cooperative housing.

* * *

Government and Law

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University of Denver -- $58,000 grant, for a summer training program to prepare twenty-five college graduates of Spanish-American descent for law school admission. Under a previous grant in 1967, the university began a special program to attract and train students of Spanish-American background in the law -- a field such persons seldom enter because of financial difficulties and lack of educational opportunities.

COUNCIL ON LEGAL EDUCATION OPPORTUNITIES
Box 105, Morehouse College
Atlanta, Georgia 30314

CLEO has been created by the Association of American Law Schools (AALS), the American Bar Association (ABA), the National Bar Association (NBA) and the Law School Admission Test Council (LSATC). CLEO is funded by the Office of Economic Opportunity (OEO), the Ford Foundation, Law School contributions and other sources. Dr. Melvin D. Kennedy, long-time Professor of History at Morehouse College, Atlanta, Georgia, has been named the Executive Director of the Council. The project is aimed at increasing the number of law students and lawyers from economically deprived backgrounds and from minority groups, who are not motivated or able to pursue a legal career under present standards for admission to Law School.

CLEO believes that more minority group lawyers would increase representation and communication of minorities with society and would serve as demonstrations that other members of their groups can achieve success and professional recognition in both the community and the legal profession.

CLEO believes that the factors involved in the small number of minority group members seeking law degrees now include (1) failure of minority group undergraduates to appreciate the opportunities offered by legal careers; (2) lack of adequate academic credentials because of educational deprivation; (3) insufficient finances to support three years of law school and the subsequent period of becoming established in practice.

It is the aim of CLEO to eliminate or substantially to decrease these factors, first by its summer programs, or institutes; and by an in-law School program of scholarship aid. The summer programs of CLEO will not be used to help those qualified to receive assistance from other quarters. Therefore, a student with an LSA score which will secure for him admission to law school under normal circumstances will not be considered. Rather, the program is designed to reach into the untapped pool of students who might well succeed in law school with special attention and help, but whose law school admission test scores are too low under present rigorous competitive conditions.

I. SUMMER PROGRAMS

A. Post-Junior Institute

The post-junior institute is designed to identify and to motivate students to pursue a legal career and to provide basic remedial work in language and analytical skills. This program will include a variety of courses, lectures by experts in their particular field, possible mock trials, visits to law firms, courts and legal assistant projects.

It is the aim of this program to develop an awareness on the part of the student to the law as a profession and its implications on society and everyday life by giving him practical exposure to legal problems. Moreover, it is hoped that the student will learn and familiarize himself with what can be expected of him in the study of law and that, with proper guidance, he will be able to evaluate his ability to pursue a legal education.

A substantial grant from CLEO will provide all the expenses of participants for tuition, room and board and incidental expenses. In addition, each student will receive at the end of the summer program a cash grant to replace the loss of summer earnings. Thus a student may attend the program with no expense to themselves and without loss of summer earning opportunities.

B The Post-Graduate or Pre-Admission Institute

The post-graduate or pre-admission institute is designed to provide a program through which college graduates with deficiencies in admission qualifications will be admitted to participating law schools. The admitting schools will not necessarily be the law school which the student has attended for the summer institute. This program will therefore be a direct link with law school admission.

Among the criteria for admission to the post-graduate institute are strong recommendations from guidance counselors, pre-law advisors, faculty members and others who are able to evaluate the applicant's ability and genuine interest in the study of law.

The student will be given regular law school courses during the summer institute. The institutes will also conduct remedial courses in reading and writing, note-taking and other law school skills to help insure satisfactory performance in law school. Regular private tutoring by teaching assistants will be provided. Satisfactory completion of the post-graduate institute will make it possible for the student to be admitted to one of the participating schools.

Admission to the post-graduate institute will be limited to those students who will have received a bachelor's degree from an accredited institution before the opening date of the institute. The degree need not have been received immediately prior to the summer course for which the student seeks admission. Age will not necessarily exclude an applicant from the program; however, the admission committees will probably give some preference over older applicants to younger college seniors and recent college graduates.

II. WHERE WILL THE INSTITUTES BE HELD

There will be four regional CLEO Summer Institutes in 1968 consisting of from nine to eleven week summer sessions. These regional institutes will be held at Emory University Law School, Atlanta, Georgia; The

University of Denver Law School, Denver Colorado; Harvard University School of Law, Cambridge Massachusetts; and UCLA Law School, Los Angeles, California. The institute at UCLA is being sponsored by UCLA, Loyola and USC Law Schools. This institute is primarily for post-graduates but will include some juniors. The institute at Harvard is primarily for juniors but will include some post-graduates. The institute at Emory is for post-graduates only. The institute at Denver is for post-graduates only and especially but not exclusively for candidates of Spanish-speaking backgrounds.

Applicants should apply and make their inquiries to Directors of CLEO summer programs at the appropriate institution. Specific information as to each institute should be obtained from that institute.

III. LAW SCHOOL PROGRAM

Upon satisfactory completion of the post-graduate program and upon admission to one of the participating law schools, financial assistance to cover tuition, books, room, board and incidental expenses will be granted to each student based on individual need throughout their law school enrollment.

CLEO realizes that some students who are presently in law school and students who are admitted under normal circumstances will be in need of some financial assistance. Therefore a program to provide scholarships has just recently been made and the administrative details have not yet been worked out. Information pertaining to the scholarship phase of CLEO will be made available as soon as details are completed.

CLEO realizes that any efforts on its part to increase the number of minority group members and people from economically deprived backgrounds in the study of law and the legal profession through the institute programs can only be very limited. Therefore, CLEO considers it necessary to conduct a general program to arouse students of the possibilities in the legal profession and legal education opportunities. We hope that the program will extend itself all the way to the lower school level as well as to the community at large.

CLEO hopes to serve as a conduit for collecting and disturbing information to students concerning the opportunities and advantages offered by the legal profession, and to develop methods whereby the potential student of law will constantly be provided with the information needed to assist him in undertaking law as a profession.

APPENDIX B

COUNCIL ON LEGAL EDUCATION OPPORTUNITY

SUMMER PREPARATORY INSTITUTE

COLLEGE OF LAW
UNIVERSITY OF DENVER

June 14 - August 16, 1968

INFORMATION FOR STUDENTS

Additional information and applications may be obtained from the:

Summer Preparatory Institute
University of Denver College of Law
200 West 14th Avenue
Denver, Colorado 80204
Telephone: 753-2652

APPENDIX C

I. PURPOSE

The number of Spanish-American, Negro, and other minority group members is the legal profession is low in proportion to their percentage of the total population. The purpose of the summer preparatory institute is to facilitate the entrance of capable young students from minority backgrounds into the study of law. There is a great need to be filled and the institute will open opportunities to help fill it. These young lawyers can be of great service to their communities, providing competent counsel and advice to, and the protection of the rights of, community members. In addition, lawyers have traditionally been active in business, politics, civic affairs, and public administration, and legal training for students of minority background would tend naturally to give their respective communities a greater impact in each of these areas. For these reasons, a program to prepare minority college graduates for admission to law school and a program to give financial assistance to those successfully completing the preparatory program will be repeated beginning in the summer of 1968.

II. SCHOLARSHIPS

In the summer of 1967 the University of Denver College of Law conducted a highly successful preparatory program for Spanish-surnamed students, which was made possible by a Ford Foundation grant. Twenty students, all receiving scholarships, were selected to attend the summer session; eleven successful candidates were selected based on performance during the summer session to enter the College of Law as first year students in September, 1967. All who were selected accepted the admission offer and each was awarded a full scholarship covering the cost of tuition and books and a living stipend. These eleven students are currently concluding their first year of law school.

The Ford Foundation has made a second grant to the University of Denver College of Law for the conduct of a preparatory program for twenty-five students of Spanish-American descent during the summer of 1968. In addition, the College of Law has been designated by the Council on Legal Education Opportunity as one of four law schools to conduct a summer institute for young college graduates from minority backgrounds: Fifteen additional students will be selected to participate in this summer program. The summer program is offered to both groups.

The tuition of each of the forty summer participants will be provided, and each will receive a living stipend to cover the cost of room, board and books. Each student will also receive a cash grant of approximately $400 to cover the loss of summer earnings.

Those summer students who successfully complete the summer program will be eligible for admission to the University of Denver College of Law. Some other law schools have indicated willingness to accept students who successfully complete the summer preparatory program. Participating summer students must make arrangements to apply for regular law study before or during the summer to the University of Denver College of Law or another law school. Each successful summer candidate will receive a scholarship covering his tuition and he also will receive substantial financial assistance throughout his three-year law school career, while maintaining a satisfactory academic standing.

III. SELECTION OF STUDENTS

Contact has been made with colleges throughout the Rocky Mountain region so that application forms and copies of this information bulletin may be made available to interested college seniors and recent college graduates. Each college has kindly arranged to have a faculty member or administrator named to disseminate the application information.

Each applicant for the Summer Preparatory Institute must submit to the University of Denver College of Law a completed application with accompanying photograph, one letter of recommendation, and an official copy of each of his college transcripts. The applicant may, if he wishes, send any other materials or recommendations to be considered. All applications and required materials must be received at the University of Denver College of Law by May 1, 1968.

After May 1, 1968 the University of Denver College of Law will select from among the applicants forty students to participate in the summer program. They will be notified promptly of their selection and they will be asked to indicate their acceptance of admission to the summer program promptly. Timely application for admission and timely acceptance by the applicant if selected for admission are important.

IV. COURSE OF STUDY

Students selected to participate in the Summer Preparatory Institute will be in residence at the College of Law for nine weeks, from June 14, 1968 through August 16, 1968.

Students will be given an orientation course on the use of the law library and legal bibliography. They will take four courses at the law school through the summer: Contracts, Criminal Law, Criminal Procedure and a course concerning the legal process. Most courses will be structured along the lines of first-year law school courses and will be designed to give the students an introduction to law and its study, and to give them an understanding of and preparation for the work, methods and responsibilities of law school study.

Examinations typical of those given throughout a law student's career will be given at summer's close.

In addition to normal classroom work the students, in small groups (approximately 10 students each), will be given an opportunity in each course for group tutorial sessions with the professor. In addition, senior law students, serving as summer teaching assistants, will be available for individual tutorials.

Field trips to courts, government offices, the Neighborhood Law Center of the Office of Economic Opportunity, law offices and businesses in the Denver area, and addresses by judges and attorneys, will be planned in order to familiarize the students with different careers available to lawyers.

Each student in the summer institute will take the Law School Admission Test to be given at the College of Law in August, 1968. However, the results of this test will by no means be the sole criterion for selection for admission (on scholarship) to the University of Denver College of Law, or to other law schools, on a regular basis in September.

V. LIVING IN DENVER

No special arrangements will be made for living in Denver. The College of Law is located at 14th and Bannock Street in downtown Denver. Within walking distance of the school, numerous rooms, apartments and boarding houses are to be found. As indicated, each summer student will receive an allowance to cover the normal cost of room and board for the nine-week term.

IN CLOSING

The University of Denver College of Law Summer Preparatory Institute will operate essentially as does a summer school session of law school. All students should have a stimulating, busy summer. There will be a heavy load of course work, but there will also be opportunities for interesting learning experiences outside the classroom, as well as time for social activities with students and faculty. It should prove a valuable experience for all students participating, and it affords a rare opportunity to obtain a full scholarship for law study.

APPENDIX C

COUNCIL ON LEGAL EDUCATION OPPORTUNITY

APPLICATION FOR ADMISSION

SUMMER PREPARATORY INSTITUTE
UNIVERSITY OF DENVER COLLEGE OF LAW

(Due No Later than May 1, 1968)

Do not write in this space

Action Taken

Date Received

(Type or Print in Ink)

1. Full Name ______________________________
(Last) (First) (Middle)

Social Security Number ______________________________

2. Present Mailing Address ______________________________

____

Note: This will be used as your mailing address until June 1. Thereafter communications will be sent to your home address unless we are notified otherwise.

3. Home Address ______________________________

____

4. Date of Birth ______________ 5. Place of Birth ______________

6. Sex ______________ 7. Marital Status ______________

8. Spouse's Full Name ______________________________

9. Number of Children ______________

FAMILY INFORMATION

1. Father's Full Name ______________________________
Address ______________________________
Occupation ______________________________
Highest grade attended, or degree received ______________________________

2. Mother's Full Name ______________________________
Address ______________________________
Occupation ______________________________
Highest grade attended, or degree received ______________________________

APPENDIX D

3. Number of brothers and sisters: Older____________________
Younger____________________

____

EDUCATION

1. High School:

Name of School	Location	Dates of Attendance

Graduate of:______________________________
Date:______________________________

2. College:

Name of College	Location	Dates of Attendance

Graduate of (or expected in 1968):____________________
Date:____________________
Degree:____________________

3. College major______________________________

4. College class rank, if known:
Freshman____________________
Sophomore____________________
Junior____________________
Senior____________________

5. List all scholastic honors and prizes which you have received:______
____
____

6. List your major non-academic activities and interests to which you have devoted a substantial amount of your time while in college, indicating any positions held and responsibilities____________________
____
____
____
____
____
____
____

APPENDIX D

7. Your hobbies?

EMPLOYMENT

1. Have you worked while in college?

Position(s) held:

2. Number of hours per week:

Freshman
Sophomore
Junior
Senior

3. List employment positions other than during school year:

Employer	Position	Dates

CAREER PLANS

1. What are your present career plans other than interest in this program?

2. What other careers have you seriously considered?

3. Have you planned to enter a graduate or professional school after completing college?

If yes, state program contemplated (i.e., medicine, law, etc.):

FINANCIAL

1. Your present gross income

2. a. If married, does your wife now work?
   b. If so, her gross annual income

3. a. If presently supported by someone other than yourself or wife, by whom? ______

b. Give close estimate of the gross annual income of the party providing support ______

MISCELLANEOUS

1. Have you taken the Law School Admission Test? ______

If so, give date, place and score ______

2. Have you been in military service? ______

If so, give branch, period of service, and nature of discharge ______

3. Are you eligible for educational assistance under the Veteran's Readjustment Benefits Act of 1966? ______

4. What is your current draft classification? ______

5. Answer "yes" or "no" to the following questions:

a. Have you ever used any other name than that given above: ______

b. Have you ever been dropped, suspended or expelled from any school, college or university? ______

c. Have you ever been arrested or charged with a crime? ______

d. Have you ever been a party to a law suit, including divorce? ______

e. Have you ever belonged to an organization whose purpose it is to overthrow the U.S. Government? ______

f. Were you ever subjected to military disciplinary action? ______

g. Have you ever been denied admission to any profession? ______

If your answer to any of the above questions is "yes", please submit a letter with this application explaining the circumstances in full.

I hereby certify that the information given by me on this application is complete and accurate in all respects.

______ (Date)

______ (Signature of Applicant)

APPENDIX D

UNIVERSITY OF DENVER

PUBLIC RELATIONS OFFICE . 2120 South Josephine, Denver, Colorado March 8, 1968

A $58,000 grant from the Ford Foundation to the University of Denver College of Law will enable the law school to again offer a summer-long "tryout" in law school for Spanish-surnamed college graduates who are interested in law careers.

The grant, announced Thursday in New York, will renew in part a program started last year in the DU law college which offered 20 Spanish-American students a summer tryout. Full-tuition scholarships and living expenses were then offered for up to 12 successful candidates to complete their three-year law education at the University of Denver.

The 1968 version of the program will pay tuition and living expenses for a larger group of candidates (25) to get a trial exposure to law school this summer and then be qualified and recommended for admission and financial aid to attend either the University of Denver College of Law or other law schools around the country.

Under the 1967 grant from the Ford Foundation, the University of Denver began its special program to attract and train students of Spanish-American background in the law--"a field such persons seldom enter because of financial difficulties and lack of educational opportunities," a Ford Foundation announcement said.

University of Denver law school officials noted the disparity in the ratio of Spanish-American lawyers to other members of the profession in light of the percentage of Spanish-American residents in Colorado and other Western states.

Interested candidates who wish to apply for the summer program at the University of Denver College of Law may write to the director of the program, Prof. William Huff, University of Denver Law Center, 200 W. 14th Ave., Denver 80204.

APPENDIX E

UNIVERSITY OF DENVER
PUBLIC RELATIONS OFFICE
2120 South Josephine, Denver, Colorado

The University of Denver College of Law has been designated one of four law schools in the nation to launch an expanded program of legal education opportunities for members of minority groups, Dean Robert Yegge announced Tuesday.

The designation by the American Bar Association and the American Association of Law Schools' new Council on Legal Education Opportunity will enable the DU Law School to accept 15 additional law students this summer on a trial basis, in addition to the 25 openings recently made available by renewal of a Ford Foundation grant.

The program is part of a multi-million dollar effort funded largely by the U.S. Office of Economic Opportunity, with help from the Ford Foundation and participating institutions.

OEO has provided an annual appropriation of $392,352 for operation of four or more centers during the next three years, the Ford Foundation is covering national office expenses of the program (nearly $300,000 over a three-year period), and the Ford Foundation is also providing scholarship money for successful participants to continue their legal education. Participating schools will match contributed funds to help cover tuition and living costs.

Tuition of each of the 40 summer participants at DU will be provided, and each will receive a living stipend to cover cost of room, board and books. An additional cash grant of $400 per student will cover the loss of summer earnings, according to Prof. William Huff, director of the summer "try-out" program.

APPENDIX F

The summer students will be given an orientation course, four basic law courses, and group tutorial sessions with a professor and selected senior law students. Field trips to courts, government offices, Neighborhood Law Centers, law offices and businesses in the Denver area will be conducted to show enrollees the opportunities for service in the legal profession.

Applicants for the program must be college graduates or college seniors expecting to graduate in May or June, Prof. Huff said.

Those students who successfully complete the summer program will be eligible for admission to the University of Denver College of Law, and some other law schools have indicated their willingness to accept students whose summer law school performance here is good.

Each successful summer candidate will receive a scholarship covering his tuition and he will also receive substantial financial help during his three-year law school career as long as he maintains a satisfactory academic standing, Prof. Huff said.

The Ford Foundation grant was primarily directed toward helping more students of Spanish-American descent prepare for law careers; the additional 15 scholarships now available for the summer law school try-outs will be available to Spanish-Americans or Negroes.

The University of Denver's success in a summer "try-out" program of legal education for 20 Spanish-Americans last year, under Ford Foundation auspices, and Harvard University's success in expanding legal education opportunities for Negro students have both been recognized by the recently-formed Council on Legal Education Opportunity, and such programs will now be offered at four law schools in the country using DU and Harvard experiments as models, Prof. Huff said.

Others involved in the programs this year besides DU and Harvard include Emory University, Atlanta, Ga., and three universities jointly conducting a program at Los Angeles, Calif. - University of Southern California, University of Calif. at Los Angeles, and Loyola University.

Last year, the University of Denver law school selected 20 students of Spanish-American descent to attend the summer session. From these summer students, 11 successful candidates were selected on the merits of their summer work to enter the DU College of Law as first year students last September. Each was awarded a full scholarship covering cost of tuition and books and a living stipend. Costs of the program were borne by the initial Ford Foundation grant, made in response to a proposal by DU law dean Robert Yegge, who cited the few members of minority groups in the legal profession in proportion to their percentage of the total population.

Those wishing to apply for the scholarships to the summer program must submit their applications to Prof. Huff by May 1, supported by complete official transcripts of their previous college work, a letter of recommendation, and a photograph. Application forms may be obtained from: Summer Preparatory Institute, University of Denver College of Law, 200 W. 14th Avenue, Denver, Colorado 80204. Information may be obtained by telephoning 753-2652.

APPENDIX F

COLLEGE AND UNIVERSITY NEWSPAPERS

1. El Mustang, California State Poly. College
2. St. Mary's College
3. Horizon, Westmont College, Santa Barbara
4. Warwhoop, El Camino College
5. Quaker Campus, Whittier College
6. Anaheim Bulletin
7. Graphic, Pepperdine College
8. L.A. Collegian, L.A. City College
9. L.A. Loyolan, Loyola University
10. Occidental, Occidental College
11. Southern California Trojan, USC
12. UCLA Daily Bruin
13. The Tide, California Western University
14. State College Aztec, SDSC
15. Highlander, U of C
16. Redlands Bulldog, U. of Redlands
17. Poly. Post, California State Poly. College
18. California Tech, California Institute of Tech.
19. Woodberries, Woodbury College
20. College Times, CSC
21. Viking, Long Beach City College
22. The Forty-Niner, Long Beach State
23. California Aggie, U of C (Davis)
24. Student Life, Assoc. Students, Pomona College
25. CSC Mirror, Colorado State College
26. The Oredigger, Colorado School of Mines
27. CSU Collegian, CSU
28. The Talon, Air Force Academy
29. Regis Brown and Gold, Regis College
30. The Tiger, Colorado College
31. Colorado Daily, U of C
32. The Rattler, St. Mary's University
33. The Trinitonian, Trinity University,
    San Antonio, Texas
34. The Lariat, Baylor University, Waco
35. New Mexico Lobo, University of New Mexico
36. The Candle, New Mexico Highlands University
37. The Chase, Eastern New Mexico University
38. The Mustang, New Mexico Western College
39. The Branding Iron, University of Wyoming
40. Pomona College
41. Chico State College
42. Texas Tech College
43. Texas Western College
44. Texas Women's University
45. N. Texas State College
46. West Texas State University
47. Lamar State College of Technology
48. University of Texas
49. University of Arizona
50. Arizona State University
51. Arizona State College
52. Flagstaff
53. Amarillo College
54. Loretto Heights College
55. Western State College

APPENDIX G

LOCAL AND REGIONAL NEWSPSPERS CONTACTED

Colorado

1. Chronicle-News, Trinidad
2. Journal-Advocate, Sterling
3. Mountain Mail, Salida
4. Gazette, Rocky Ford
5. Star-Journal & Chieften, Pueblo
6. Montrose Press
7. Reporter-Herald, Loveland
8. Times-Call, Longmont
9. Herald-Democrat, Leadville
10. News, Lamar
11. La Junta Tribune-Democrat
12. Greeley Tribune
13. Grand Junction Sentinel
14. Fort Morgan Times
15. Coloradoan, Ft. Collins
16. Herald-News, Durango
17. Craig N.W. Colorado Press
18. Free Press, Colorado Springs
19. Canon City Weekly and Daily Record
20. Boulder Daily Camera
21. Valley Courier, Alamosa

Texas

1. Caller and Times, Corpus Christi
2. Review, Edinburg
3. Express and News, San Antonio
4. Times and Herald-Post, El Paso
5. Times, Kerrville
6. Standard-Times, San Angelo
7. Reporter-News, Abilene
8. Fort Worth Press
9. Record-News & Times, Wichita Falls
10. American, Odessa
11. Reporter-Telegram, Midland
12. Avalanche and Teras, Lubbock
13. News-Globe Times, Amarillo

New Mexico

1. News, Tucumcari
2. Silver City Press & Independent
3. Santa Fe, New Mexican
4. Roswell Record
5. Raton Range
6. Portales News-Tribune
7. Lovington Leader
8. Las Vegas Optic

APPENDIX H

9. Las Cruces Sun-News
10. Hobbs News-Sun
11. Grants Beacon
12. Gallup Independent
13. Farmington Times
14. Clovis News-Journal
15. Carlsbad Current-Argus
16. Artesia Press
17. Journal & Tribune, Albuquerque
18. News, Alamogordo

Wyoming

1. Northern Wyoming News
2. Press, Sheridan
3. Rocket-Miner, Rock Springs
4. Ranger, Riverton
5. Rawlins Times
6. Laramie Boomerang
7. Wyoming Eagle and State Tribune
8. Star-Tribune, Casper

Arizona

1. Arizona Sentinel and Sun
2. Mail, Winslow
3. Tucson American, Arizona Star & Citizen
4. Tempe News
5. Progress, Scottsdale
6. Prescott Courier
7. Republic & Gazette, Phoenix
8. Nogales Herald
9. Mesa Tribune
10. Arizona Daily Sun, Flagstaff
11. Dispatch, Douglas
12. Review, Bisbee

California

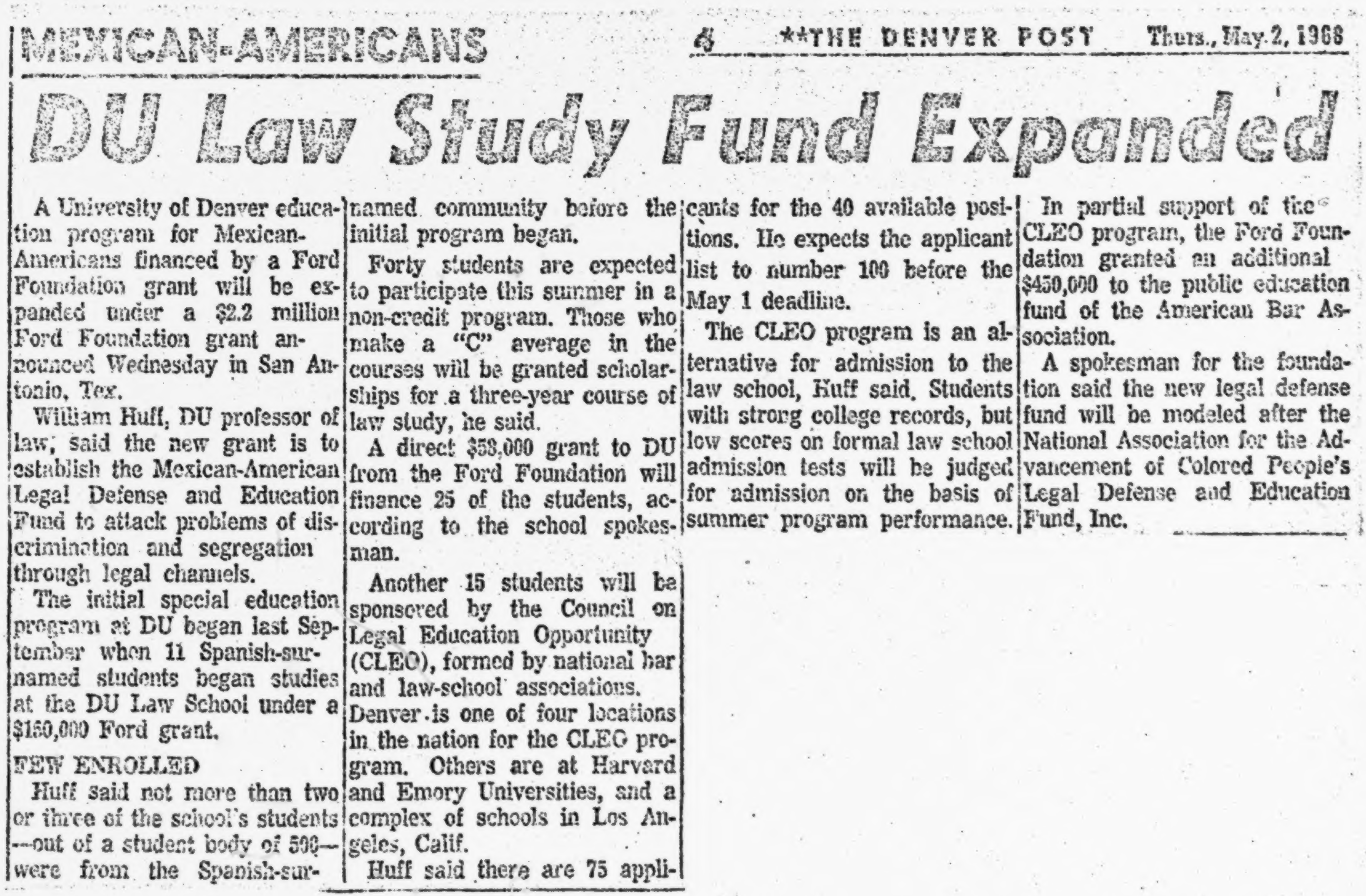
1. Anaheim Bulletin
2. (Whittier) News
3. Contra Costa Times & Green Sheet
4. (Ventura) Star-Free Press
5. Van Muys News & Valley News
6. South Bay Daily Breeze
7. (Thousand Oaks) News-Chronicle & Conejo News
8. Santa Monica Outlook
9. (Santa Barbara) News-Press
10. Santa Ana Register
11. (San Pedro) News-Pilot
12. (San Luis Obispo) Telegram-Tribune
13. West Covina Tribune
14. Valley Times, North Hollywood

15. Union & Tribune, San Diego
16. San Clemente Sun-Post
17. Sun-Telegram, San Bernardino
18. Press & Enterprise, Riverside
19. Redlands Facts
20. Progress-Bulletin, Pomona
21. Paso Robles Press
22. Independent Star-News, Pasadena
23. Palm Springs Desert Sun
24. Oxnard Press-Courier
25. Orange News
26. Ontario Report
27. Blade-Tribune, Oceanside
28. Orange Coast Daily Pilot
29. (Monterey) Peninsula Herald
30. News-Post, Monrovia
31. Martinez News-Gazette
32. Los Angeles Times
33. Los Angeles Herald Examiner
34. Independent Press-Telegram, Long Beach
35. Lompoc Record
36. News-Sentinel, Lodi
37. Antelope Valley Ledger-Gazette
38. Star-Progress, La Halro
39. Inglewood News
40. Indio News
41. Huntington Park Signal
42. Hollywood Citizen News
43. News-Press, Glendale
44. Orange County Evening News
45. News Tribune, Fullerton
46. Herald-News, Fontana
47. Escondido Times - Advocate
48. El Cajon Inland Empire Californian
49. Downey Southeast News and Champion
50. Culver City-Venice Star News and Vanguard
51. Corona Independent
52. Chico Enterprise-Record
53. Camarillo News
54. Burbank Review

COLORADO RADIO STATIONS

1. KCRT, Trinidad
2. KOLR, Sterling
3. KGEK, Sterling
4. KVRH, Salida
5. KWSR, Rifle
6. KAVI, Rocky Ford
7. KVMN, Pueblo
8. KFEL, Pueblo
9. KKAM, Pueblo
10. KDZA, Pueblo
11. KCSJ, Pueblo
12. KCMS, Manitou Springs
13. KLOV, Loveland
14. KLMO, Longmont
15. KBRR, Leadville
16. KLMR, Lamar
17. KBZZ, La Junta
18. KGUC, Gunnison, Colo.
19. KYOU, Greeley
20. KFKA, Greeley
21. KSTR, Grand Junction
22. KREX, Grand Junction
23. KEXO, Grand Junction
24. KGLN, Glenwood Springs
25. KFTM, Fort Morgan
26. KZIX, Fort Collins
27. K[illegible] Fort Collins
28. KKE[illegible] Estes Park
29. KIUP, Durango
30. KDGO, Durango
31. KDKO, Littleton
32. KVFC, Cortez
33. KVOR, Colorado Springs
34. KSSS, Colorado Springs
35. KRDO, Colorado Springs
36. KPIK, Colorado Springs
37. KKFM, Colorado Springs
38. KNAB, Burlington
39. KBRN, Brighton
40. KBOL, Boulder
41. KGIW, Alamosa

APPENDIX I



MEXICAN-AMERICANS

6 **THE DENVER POST Thurs., May 2, 1968

DU Law Study Fund Expanded

A University of Denver education program for Mexican-Americans financed by a Ford Foundation grant will be expanded under a $2.2 million Ford Foundation grant announced Wednesday in San Antonio, Tex.

William Huff, DU professor of law, said the new grant is to establish the Mexican-American Legal Defense and Education Fund to attack problems of discrimination and segregation through legal channels.

The initial special education program at DU began last September when 11 Spanish-surnamed students began studies at the DU Law School under a $150,000 Ford grant.

FEW ENROLLED

Huff said not more than two or three of the school's students—out of a student body of 500—were from the Spanish-surnamed community before the initial program began.

Forty students are expected to participate this summer in a non-credit program. Those who make a "C" average in the courses will be granted scholarships for a three-year course of law study, he said.

A direct $58,000 grant to DU from the Ford Foundation will finance 25 of the students, according to the school spokesman.

Another 15 students will be sponsored by the Council on Legal Education Opportunity (CLEO), formed by national bar and law-school associations. Denver is one of four locations in the nation for the CLEO program. Others are at Harvard and Emory Universities, and a complex of schools in Los Angeles, Calif.

Huff said there are 75 applicants for the 40 available positions. He expects the applicant list to number 100 before the May 1 deadline.

The CLEO program is an alternative for admission to the law school, Huff said. Students with strong college records, but low scores on formal law school admission tests will be judged for admission on the basis of summer program performance.

In partial support of the CLEO program, the Ford Foundation granted an additional $450,000 to the public education fund of the American Bar Association.

A spokesman for the foundation said the new legal defense fund will be modeled after the National Association for the Advancement of Colored People's Legal Defense and Education Fund, Inc.

APPENDIX J

COLLEGES AND UNIVERSITIES CONTACTED

1. New Mexico State University
   University Park, New Mexico
2. University of Albuquerque
   Albuquerque, New Mexico
3. University of Denver
   Denver, Colorado
4. Eastern New Mexico University
   Portales, New Mexico
5. Colorado State College
   Greeley, Colorado
6. The Colorado College
   Colorado Springs, Colorado
7. Regis College
   Denver, Colorado
8. Loretto Heights College
   Denver, Colorado
9. Colorado School of Mines
   Golden, Colorado
10. Colorado State University
    Fort Collins, Colorado
11. New Mexico Western College
    Silver City, New Mexico
12. Western State College of Colorado
    Gunnison, Colorado
13. University of Colorado
    Boulder, Colorado

APPENDIX K

INDIVIDUAL AND ORGANIZATIONAL CONTACT SOURCES

John J. Castillo
Field Representative
Michigan Civil Rights Commission

Professor Dean Close
Bakersfield College (California)

Juan S. Cruz
Coordinator, Bureau of
Human Relations
Chicago Board of Education

Dean John Huston
School of Law
University of Washington

Edward Lucero
Touche, Ross, Bailey & Smart
Denver, Colorado

Pepe Lucero
Executive Director,
Bexar County Texas
Economic Opportunities
Development Corporation

Professor J. E. Martinez
University of New Mexico

Samuel R. Martinez
Office of Economic Opportunity
State Capitol
Denver, Colorado

Professor E. George Rudolph
School of Law
University of Wyoming

Ernest U. Sandoval
Walsenburg, Colorado

Tillie Walker
United Scholarship Service
Denver, Colorado

Henry Zuniga
Jobs for Progress, Inc.
Santa Monica, California

APPENDIX L

PROFILES OF STUDENTS PARTICIPATING IN SUMMER INSTITUTE

The following is the grade scale utilized at the University of Denver College of Law and at the Summer Preparatory Institute:

85-100	A
77-84	B
68-76	C
60-67	D
45-59	F

APPENDIX M

PROFILES OF STUDENTS
PARTICIPATING IN SUMMER INSTITUTE

Student No. 1
Age: 30
Sex: Male
Marital Status: Married, 2 children
Birthplace: Jaramillo, New Mexico
Permanent Address: Albuquerque, New Mexico
College Education: B.A., University of New Mexico, 1968

Father's Occupation: Farmer
Educational Level: None
Mother's Occupation: Housewife
Educational Level: 7th Grade
Undergraduate Grade Point: 2.56 on a 4 pt. Latin American Studies
LSAT: 429 W42 B47

Summer Institute Marks: Contracts: 65 (D)
Criminal Law: 72 (C) Criminal Procedure: 75 (C)
Law, Justice & Morality: 70 (C) Average: 70.5 (C)
Rank: 27th

Student No. 2
Age: 24
Sex: Male
Marital Status: Divorced
Birthplace: Fort Lupton, Colorado
Permanent Address: Fort Lupton, Colorado
College Education: B.A., Adams State College, 1966

Father's Occupation: Construction Worker
Educational Level: 3rd Grade
Mother's Occupation: Housewife
Educational Level: 8th Grade
Undergraduate Grade Point: 3.17 on a 4 pt. Spanish
LSAT: 333 W31 B26

Summer Institute Marks: Contracts: 57 (F)
Criminal Law: 63 (D) Criminal Procedure: 65 (D)
Law, Justice & Morality: 76 (C) Average: 65.25 (D)
Rank: 38th

APPENDIX M

Student No. 3
Age: 22
Sex: Male
Marital Status: Single
Birthplace: Denver, Colorado
Permanent Address: Greeley, Colorado
College Education: B.A., Colorado State University, 1968

Father's Occupation: Teacher, Retired
Educational Level: Ed. D.
Mother's Occupation: Teacher
Educational Level: M.A.
Undergraduate Grade Point: 2.24 on a 4 pt. Pre-Law, Philosophy
LSAT: 663 W61 B60

Summer Institute Marks: Contracts: 74 (C)
Criminal Law: 77 (B) Criminal Procedure: 77 (B)
Law, Justice & Morality: 80 (B) Average: 77 (B)
Rank: 9th

Student No. 4
Age: 26
Sex: Male
Marital Status: Married, 1 child
Birthplace: Summerville, Texas
Permanent Address: Kalamazoo, Michigan
College Education: B.A. Western Michigan University, 1965
M.A. Western Michigan University, 1967

Father's Occupation: Factory Worker
Educational Level: 1st Grade
Mother's Occupation: Housewife
Educational Level: None
Undergraduate Grade Point: 3.4 on a 4 pt. History & Spanish
LSAT: 389 W41 B42

Summer Institute Marks: Contracts: 70 (C)
Criminal Law: 82 (B) Criminal Procedure: 76 (C)
Law, Justice & Morality: 80 (B) Average: 77 (B)
Rank: 9th

Student No. 5
Age: 35
Sex: Male
Marital Status: Married, 5 children
Birthplace: Bernalillo, New Mexico
Permanent Address: Denver, Colorado
College Education: B.A., University of Albuquerque, 1961

Father's Occupation: Retired
Educational Level: 12th Grade
Mother's Occupation: Deceased
Educational Level: Unknown
Undergraduate Grade Point: 2.02 on a 4 pt. History
LSAT: 409 W34 B52
Previous: 339 W37 B41 (2/68)
334 W25 B46 (2/67)

Summer Institute Marks: Contracts: 73 (C)
Criminal Law: 74 (C) Criminal Procedure: 62 (D)
Law, Justice & Morality: 69 (C) Average: 69.5 (C)
Rank: 30th

Student No. 6
Age: 23
Sex: Male
Marital Status: Single
Birthplace: San Francisco, California
Permanent Address: Oakland, California
College Education: B.A., California State College, 1968

Father's Occupation: Carpenter
Educational Level: Unknown
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.68 on a 4 pt. Political Science
LSAT: 292 W35 B44

Summer Institute Marks: Contracts: 68 (C)
Criminal Law: 65 (D) Criminal Procedure: 61 (D)
Law, Justice & Morality: 70 (C) Average: 66 (D)
Rank: 36th

Student No. 7
Age: 28
Sex: Male
Marital Status: Married, 2 children
Birthplace: Costilla, New Mexico
Permanent Address: Rawlins, Wyoming
College Education: B.A., University of Wyoming, 1968

Father's Occupation: Laborer Railroad
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 6th Grade
Undergraduate Grade Point: 2.45 on a 4 pt. Education
LSAT: 386 W35 B53

Summer Institute Marks: Contracts: 66 (D)
Criminal Law: 78 (B) Criminal Procedure: 71 (C)
Law, Justice & Morality: 65 (D) Average: 70 (C)
Rank: 28th

Student No. 8
Age: 22
Sex: Male
Marital Status: Single
Birthplace: Deming, New Mexico
Permanent Address: Deming, New Mexico
College Education: B.A., University of New Mexico, 1968

Father's Occupation: Grocer
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.9 on a 4 pt. Political Science
LSAT: 426 W31 B54
Previous: 389 W53 B55 (2/68)

Summer Institute Marks: Contracts: 68 (C)
Criminal Law: 72 (C) Criminal Procedure: 78 (B)
Law, Justice & Morality: 78 (B) Average: 74 (C)
Rank: 20th

Student No. 9
Age: 33
Sex: Male
Marital Status: Divorced, 2 children
Birthplace: Santa Fe, New Mexico
Permanent Address: Santa Fe, New Mexico
College Education: B.A., St. Michael's College, 1959

Father's Occupation: Truck Driver
Educational Level: 6th Grade
Mother's Occupation: Housewife
Educational Level: 5th Grade
Undergraduate Grade Point: 2.6 on a 4 pt. History
LSAT: 403 W36 B47

Summer Institute Marks: Contracts: 81 (B)
Criminal Law: 80 (B) Criminal Procedure 74 (C)
Law, Justice & Morality: 81 (B) Average: 79 (B)
Rank: 5th

Student No. 10
Age: 22
Sex: Male
Marital Status: Single
Birthplace: Lakeland, Florida
Permanent Address: Lakeland, Florida
College Education: B.S., Florida Memorial College, 1967

Father's Occupation: Custodian
Educational Level: 6th Grade
Mother's Occupation: Maid
Educational Level: 7th Grade
Undergraduate Grade Point: 2.61 on a 4 pt. Social Science
LSAT: 320 W28 B36
Previous: 355 W22 B31 (4/68)

Summer Institute Marks: Contracts: 70 (C)
Criminal Law: 74 (C) Criminal Procedure: 68 (C)
Law, Justice & Morality: 68 (C) Average: 70 (C)
Rank: 28th

Student No. 11
Age: 22
Sex: Male
Marital Status: Single
Birthplace: Winslow, Arizona
Permanent Address: Winslow, Arizona
College Education: B.S., Northern Arizona University, 1968

Father's Occupation: Retired
Educational Level: 5th Grade
Mother's Occupation: Housewife
Educational Level: 6th Grade
Undergraduate Grade Point: 3.0 on a 4 pt. Psychology
LSAT: 395 W45 B47

Summer Institute Marks: Contracts: 68 (C)
Criminal Law: 78 (B) Criminal Procedure: 70 (C)
Law, Justice & Morality: 71 (C) Average: 71.75(C)
Rank: 25th

Student No. 12
Age: 32
Sex: Male
Marital Status: Married
Birthplace: Denver, Colorado
Permanent Address: Denver, Colorado
College Education: B.S., McPherson College, 1967

Father's Occupation: Bailiff, State Supreme Court
Educational Level: 2 years, college
Mother's Occupation: Teacher
Educational Level: B.A.
Undergraduate Grade Point: 1.31 on a 3 pt. Sociology-History
LSAT: 380 W39 B43

Summer Institute Marks: Contracts: 65 (D)
Criminal Law: 64 (D) Criminal Procedure: 65 (D)
Law, Justice & Morality: 75 (C) Average: 67.25(D)
Rank: 34th

Student No. 13
Age: 25
Sex: Male
Marital Status: Married, 1 child
Birthplace: Boulder, Colorado
Permanent Address: Boulder, Colorado
College Education: B.A., University of Colorado, 1967

Father's Occupation: Custodian
Educational Level: 6th Grade
Mother's Occupation: Beautician
Educational Level: 12th Grade
Undergraduate Grade Point: 2.19 on a 4 pt. Sociology
LSAT: 507 W43 B43

Summer Institute Marks: Contracts: 70 (C)
Criminal Law: 72 (C) Criminal Procedure: 77 (B)
Law, Justice & Morality: 70 (C) Average: 72.25(C)
Rank: 23rd

Student No. 14
Age: 21
Sex: Female
Marital Status: Single
Birthplace: Memphis, Tennessee
Permanent Address: Seattle, Washington
College Education: B.A., University of Washington, 1968

Father's Occupation: Mechanic
Educational Level: 12th Grade
Mother's Occupation: Postal Clerk
Educational Level: 1 year, college
Undergraduate Grade Point: 2.5 on a 4 pt. History
LSAT: 439 W41 B41
Previous: 395 W48 B42 (2/68)

Summer Institute Marks: Contracts: 74 (C)
Criminal Law: 80 (B) Criminal Procedure: 71 (C)
Law, Justice & Morality: 80 (B) Average: 76.25(C)
Rank: 14th

Student No. 15
Age: 22
Sex: Male
Marital Status: Married
Birthplace: Lumberton, New Mexico
Permanent Address: Durango, Colorado
College Education: B.A., Fort Lewis College, 1968

Father's Occupation: Coal Miner
Educational Level: 3rd Grade
Mother's Occupation: Motel Maid
Educational Level: 8th Grade
Undergraduate Grade Point: 3.04 on a 4 pt. History
LSAT: 423 W43 B49

Summer Institute Marks: Contracts: 71 (C)
Criminal Law: 76 (C) Criminal Procedure: 75 (C)
Law, Justice & Morality: 77 (B) Average: 74.75(C)
Rank: 17th

Student No. 16
Age: 32
Sex: Male
Marital Status: Married, 2 children
Birthplace: Philadelphia, Pennsylvania
Permanent Address: Peoria, Illinois
College Education: B.A., National College, 1958
M.S.W., University of Kansas, 1963

Father's Occupation: Truck Driver
Educational Level: 10th Grade
Mother's Occupation: Housewife
Educational Level: 10th Grade
Undergraduate Grade Point: 2.55 on a 4 pt. Sociology
LSAT: 309 W30 B40

Summer Institute Marks: Contracts: 63 (D)
Criminal Law: 69 (C) Criminal Procedure: 62 (D)
Law, Justice & Morality: 68 (C) Average: 65.5 (D)
Rank: 37th

Student No. 17
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Denver, Colorado
Permanent Address: San Luis, Colorado
College Education: B.A., Regis College, 1968

Father's Occupation: School Principal
Educational Level: M.A.
Mother's Occupation: Secretary
Educational Level: 12th Grade
Undergraduate Grade Point: 2.47 on a 4 pt. English
LSAT: 495 W51 B47

Summer Institute Marks: Contracts: 81 (B)
Criminal Law: 76 (C) Criminal Procedure: 74 (C)
Law, Justice & Morality: 70 (C) Average: 75.25(C)
Rank: 16th

Student No. 18
Age: 25
Sex: Male
Marital Status: Married, 2 children
Birthplace: Santa Fe, New Mexico
Permanent Address: Santa Fe, New Mexico
College Education: B.A., Eastern New Mexico University, 1968

Father's Occupation: Justice of Peace
Educational Level: 2 years, college
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.45 on a 4 pt. Political Science-Spanish
LSAT: 327 W35 B25
Previous: 342 W34 B33 (4/66)

Summer Institute Marks: Contracts: 74 (C)
Criminal Law: 85 (A) Criminal Procedure: 68 (C)
Law, Justice & Morality: 82 (B) Average: 77.25(B)
Rank: 6th

Student No. 19
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Alamosa, Colorado
Permanent Address: Alamosa, Colorado
College Education: B.A., Adams State College, 1968

Father's Occupation: Supervisor, Post Office
Educational Level: 10th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 3.04 on a 4 pt. Sociology-Business
LSAT: 531 W56 B49

Summer Institute Marks: Contracts: 92 (A)
Criminal Law: 73 (C) Criminal Procedure: 83 (B)
Law, Justice & Morality: 74 (C) Average: 80.5 (B)
Rank: 3rd

Student No. 20
Age: 28
Sex: Male
Marital Status: Married, 2 children
Birthplace: Walsenburg, Colorado
Permanent Address: Commerce City, Colorado
College Education: B.A., Regis College, 1968

Father's Occupation: Pressman
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.49 on a 4 pt. English
LSAT: 527 W54 B45
Previous: 505 W45 B44 (11/67)

Summer Institute Marks: Contracts: 73 (C)
Criminal Law: 76 (C) Criminal Procedure: 73 (C)
Law, Justice & Morality: 70 (C) Average: 73 (C)
Rank: 21st

Student No. 21
Age: 28
Sex: Male
Marital Status: Single
Birthplace: Las Vegas, New Mexico
Permanent Address: Albuquerque, New Mexico
College Education: B.A., New Mexico Highlands University, 1966

Father's Occupation: Project Engineer
Educational Level: 12th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.88 on a 4 pt. Sociology-Political Science
LSAT: 405 W41 B49

Summer Institute Marks: Contracts: 71 (C)
Criminal Law: 73 (C) Criminal Procedure: 68 (C)
Law, Justice & Morality: 74 (C) Average: 71.5 (C)
Rank: 26th

Student No. 22
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Monte Vista, Colorado
Permanent Address: Monte Vista, Colorado
College Education: B.A., Adams State College, 1968

Father's Occupation: Carpenter
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.67 on a 4 pt. Chemistry
LSAT: 556 W38 B34

Summer Institute Marks: Contracts: 76 (C)
Criminal Law: 77 (B) Criminal Procedure: 73 (C)
Law, Justice & Morality: 78 (B) Average: 76 (C)
Rank: 15th

Student No. 23
Age: 24
Sex: Male
Marital Status: Married
Birthplace: Denver, Colorado
Permanent Address: Denver, Colorado
College Education: B.S.B.A., University of Denver, 1968

Father's Occupation: Laborer
Educational Level: 6th Grade
Mother's Occupation: Housewife
Educational Level: 1 year, college
Undergraduate Grade Point: 3.09 on a 4 pt. Marketing
LSAT: 468 W45 B36
Previous: 495 W46 B46 (2/68)

Summer Institute Marks: Contracts: 74 (C)
Criminal Law: 81 (B) Criminal Procedure: 75 (C)
Law, Justice & Morality: 79 (B) Average: 77.25(B)
Rank: 6th

Student No. 24
Age: 29
Sex: Female
Marital Status: Divorced, 2 children
Birthplace: Shreveport, Louisiana
Permanent Address: Seattle, Washington
College Education: B.A., University of Washington, 1968

Father's Occupation: Foreman, steel plant
Educational Level: Grade School
Mother's Occupation: Housewife
Educational Level: Grade School
Undergraduate Grade Point: 2.42 on a 4 pt. Political Science
LSAT: 376 W41 B47
Previous: 395 W31 B38 (2/68)

Summer Institute Marks: Contracts: 69 (C)
Criminal Law: 75 (C) Criminal Procedure: 59 (F)
Law, Justice & Morality: 75 (C) Average: 69.5 (C)
Rank: 30th

Student No. 25
Age: 22
Sex: Male
Marital Status: Married, 3 children
Birthplace: Long Beach, California
Permanent Address: Las Vegas, New Mexico
College Education: B.A., New Mexico Highlands University, 1967

Father's Occupation: Gasoline Wholesaler
Educational Level: 12th Grade
Mother's Occupation: Dry Goods Store Operator
Educational Level: 2 years, college
Undergraduate Grade Point: 1.2 on a 3 pt. Political Science
LSAT: 495 W44 B31
Previous: 474 W46 B40 (4/67)

Summer Institute Marks: Contracts: 72 (C)
Criminal Law: 78 (B) Criminal Procedure: 72 (C)
Law, Justice & Morality: 75 (C) Average: 74.25(C)
Rank: 19th

Student No. 26
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Las Vegas, New Mexico
Permanent Address: Santa Fe, New Mexico
College Education: B.S.B.A., College of Santa Fe, 1968

Father's Occupation: Barber
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 11th Grade
Undergraduate Grade Point: 2.56 on a 4 pt. Accounting
LSAT: 386 W47 B38

Summer Institute Marks: Contracts: 66 (D)
Criminal Law: 83 (B) Criminal Procedure: 67 (D)
Law, Justice & Morality: 74 (C) Average: 72.5 (C)
Rank: 22nd

Student No. 27
Age: 28
Sex: Male
Marital Status: Single
Birthplace: Antonito, Colorado
Permanent Address: Denver, Colorado
College Education: B.A., Western State College of Colorado, 1965

Father's Occupation: Deceased
Educational Level: Unknown
Mother's Occupation: Housewife
Educational Level: 8th Grade
Undergraduate Grade Point: 1.25 on a 3 pt. History-Political Science
LSAT: 283 W30 B28

Summer Institute Marks: Contracts: 57 (F)
Criminal Law: 69 (C) Criminal Procedure: 71 (C)
Law, Justice & Morality: 68 (C) Average: 66.25(D)
Rank: 35th

Student No. 28
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Socorro, New Mexico
Permanent Address: Horse Springs, New Mexico
College Education: B.A., University of New Mexico, 1968

Father's Occupation: Ranch Worker
Educational Level: 7th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 3.41 on a 4 pt. Economics
LSAT: 526 W53 B48

Summer Institute Marks: Contracts: 77 (B)
Criminal Law: 78 (B) Criminal Procedure: 74 (C)
Law, Justice & Morality: 80 (B) Average: 77.25(B)
Rank: 6th

Student No. 29
Age: 30
Sex: Male
Marital Status: Single
Birthplace: Gill, Colorado
Permanent Address: Greeley, Colorado
College Education: A.B., Colorado State College, 1966

Father's Occupation: Mill Operator
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 6th Grade
Undergraduate Grade Point: 3.34 on a 4 pt. Business
LSAT: 389 W40 B47

Summer Institute Marks: Contracts: 68 (C)
Criminal Law: 69 (C) Criminal Procedure: 67 (D)
Law, Justice & Morality: 68 (C) Average: 68 (C)
Rank: 32nd

Student No. 30
Age: 37
Sex: Male
Marital Status: Married, 1 child
Birthplace: Lumberton, New Mexico
Permanent Address: Santa Fe, New Mexico
College Education: B.A., University of New Mexico, 1957

Father's Occupation: Director, Self-Help Housing
Educational Level: B.A.
Mother's Occupation: Teacher
Educational Level: B.A.
Undergraduate Grade Point: 2.62 on a 3 pt. Inter-American Affairs
LSAT: 543 W63 B50

Summer Institute Marks: Contracts: 89 (A)
Criminal Law: 82 (B) Criminal Procedure: 82 (B)
Law, Justice & Morality: 83 (B) Average: 84 (B)
Rank: 1st

Student No. 31
Age: 32
Sex: Male
Marital Status: Married
Birthplace: Torrington, Wyoming
Permanent Address: Denver, Colorado
College Education: B.A., University of Wyoming, 1962

Father's Occupation: Farm Laborer
Educational Level: 9th Grade
Mother's Occupation: Teacher's Aide, Headstart
Educational Level: 6th Grade
Undergraduate Grade Point: 2.98 on a 4 pt. Business
LSAT: 309 W38 B29

Summer Institute Marks: Contracts: 72 (C)
Criminal Law: 81 (B) Criminal Procedure: 73 (C)
Law, Justice & Morality: 82 (B) Average: 77 (B)
Rank: 9th

Student No. 32
Age: 29
Sex: Female
Marital Status: Married
Birthplace: San Pablo, Colorado
Permanent Address: Denver, Colorado
College Education: A.B., University of Colorado, 1967

Father's Occupation: Deceased
Educational Level: Unknown
Mother's Occupation: Housewife
Educational Level: 8th Grade
Undergraduate Grade Point: 2.41 on a 4 pt. English
LSAT: 479 W53 B42

Summer Institute Marks: Contracts: 76 (C)
Criminal Law: 65 (D) Criminal Procedure: 71 (C)
Law, Justice & Morality: 87 (A) Average: 74.75(C)
Rank: 17th

APPENDIX M

Student No. 33
Age: 21
Sex: Male
Marital Status: Single
Birthplace: Santa Fe, New Mexico
Permanent Address: Albuquerque, New Mexico
College Education: B.A., University of New Mexico, 1968

Father's Occupation: Personnel officer
Educational Level: B.A.
Mother's Occupation: Housewife
Educational Level: 11th Grade
Undergraduate Grade Point: 2.79 on a 4 pt. Political Science
LSAT: 489 W42 B56
Previous: 468 W43 B50 (2/68)

Summer Institute Marks: Contracts: 87 (A)
Criminal Law: 82 (B) Criminal Procedure: 88 (A)
Law, Justice & Morality: 75 (C) Average: 83 (B)
Rank: 2nd

Student No. 34
Age: 22
Sex: Male
Marital Status: Single
Birthplace: Salinas, California
Permanent Address: Los Angeles, California
College Education: B.A., U.C.L.A., 1968

Father's Occupation: Disabled
Educational Level: 7th Grade
Mother's Occupation: Seamstress
Educational Level: 11th Grade
Undergraduate Grade Point: 2.46 on a 4 pt. Spanish
LSAT: 615 W48 B33
Previous: 482 W43 B45 (5/68)

Summer Institute Marks: Contracts: 83 (B)
Criminal Law: 75 (C) Criminal Procedure: 80 (B)
Law, Justice & Morality: 82 (B) Average: 80 (B)
Rank: 4th

Student No. 35
Age: 25
Sex: Male
Marital Status: Married, 2 children
Birthplace: Embudo, New Mexico
Permanent Address: Vanadium, New Mexico
College Education: B.A., Western New Mexico University, 1968

Father's Occupation: Hoistman
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 3.13 on a 4 pt. Business
LSAT: 444 W43 B47

Summer Institute Marks: Contracts: 80 (B)
Criminal Law: 78 (B) Criminal Procedure: 72 (C)
Law, Justice & Morality: 77 (B) Average: 76.75(C)
Rank: 12th

Student No. 36
Age: 22
Sex: Male
Marital Status: Married, 1 child
Birthplace: Santa Fe, New Mexico
Permanent Address: Santa Fe, New Mexico
College Education: B.A., College of Santa Fe, 1968

Father's Occupation: Unknown Retired
Educational Level: 1 year college
Mother's Occupation: Housewife
Educational Level: 8th Grade
Undergraduate Grade Point: 3.2 on a 4 pt. English
LSAT: 465 W42 B40

Summer Institute Marks: Contracts:
Criminal Law: Criminal Procedure: (Incomplete)
Law, Justice & Morality: Average:
Rank:

Student No. 37
Age: 30
Sex: Male
Marital Status: Married, 2 children
Birthplace: Taos, New Mexico
Permanent Address: Albuquerque, New Mexico
College Education: B.A., University of New Mexico, 1962

Father's Occupation: Restaurant Operator
Educational Level: 8th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.4 on a 4 pt. History
LSAT: 468 W45 B57
Previous: 394 W43 B45 (2/68)

Summer Institute Marks: Contracts: 79 (B)
Criminal Law: 82 (B) Criminal Procedure: 77 (B)
Law, Justice & Morality: 69 (C) Average: 76.75(C)
Rank: 12th

Student No. 38
Age: 25
Sex: Male
Marital Status: Single
Birthplace: Denver, Colorado
Permanent Address: Denver, Colorado
College Education: A.B., Regis College, 1966

Father's Occupation: Deceased
Educational Level: Unknown
Mother's Occupation: Housewife
Educational Level: 3rd Grade
Undergraduate Grade Point: 3.11 on a 4 pt. Sociology-Education
LSAT: 380 W35 B36

Summer Institute Marks Contracts:
Criminal Law: Criminal Procedure: (Incomplete)
Law, Justice & Morality: Average:
Rank:

Student No. 39
Age: 29
Sex: Male
Marital Status: Married
Birthplace: Holbrook, Arizona
Permanent Address: Flagstaff, Arizona
College Education: B.S., Northern Arizona University, 1967

Father's Occupation: Custodian
Educational Level: 4th Grade
Mother's Occupation: Housewife
Educational Level: 10th Grade
Undergraduate Grade Point: 2.83 on a 4 pt. Elementary Education
LSAT: 333 W41 B44

Summer Institute Marks: Contracts: 70 (C)
Criminal Law: 73 (C) Criminal Procedure: 69 (C)
Law, Justice & Morality: 77 (B) Average: 72.25(C)
Rank: 23rd

Student No. 40
Age: 23
Sex: Male
Marital Status: Married
Birthplace: St. Petersburgh, Florida
Permanent Address: Denver, Colorado
College Education: B.S., Florida A & M University, 1967

Father's Occupation: Unknown
Educational Level: 12th Grade
Mother's Occupation: Housewife
Educational Level: 12th Grade
Undergraduate Grade Point: 2.92 on a 4 pt. Sociology
LSAT: 509 W39 B34

Summer Institute Marks: Contracts: 69 (C)
Criminal Law: 67 (D) Criminal Procedure: 61 (D)
Law, Justice & Morality: 75 (C) Average: 68.5 (D)
Rank: 33rd

FACULTY AND TEACHING ASSISTANTS

I. Faculty

1. Huff, William S. (Director)
   Assistant Professor, University of Denver College of Law
   B.S.L., University of Arkansas, 1957; LL.B., University of Arkansas, 1957; Diploma in Law, Oxford University, 1958; LL.M., Harvard University, 1962.

2. Callahan, Kenneth R. (Law, Justice & Morality)
   Associate Professor, Wayne State University Law School
   A.B., Wittenberg College, 1952; LL.B., Ohio State University, 1954; LL.M., Columbia University, 1962.

3. Hurst, Harold E. (Criminal Law)
   Professor, University of Denver College of Law
   B.A. University of Colorado, 1936; LL.B., University of Colorado 1938; M.S., University of Denver, 1940.

4. Linn, John Phillip (Contracts)
   Professor, University of Denver College of Law
   A.B., New York University, 1950; M.A., New York University, 1951; LL.B., University of Denver, 1955.

5. Tiffany, Lawrence P. (Criminal Procedure)
   Associate Professor, University of Denver College of Law
   A.B., Washington University, 1961; LL.B., Washington University, 1963; S.J.D., University of Wisconsin, 1967.

II. Teaching Assistants

1. Booth, Charles H. (Professor Hurst)
   Senior, University of Denver College of Law
   B.S.B.A., 1959, University of Denver, Denver, Colorado

2. Gross, Douglas H. (Professor Tiffany)
   Senior, University of Denver College of Law
   B.A., 1965, Baldwin-Wallace College, Berea, Ohio

3. Jaros, Robert E. (Professor Huff)
   Senior, University of Denver College of Law
   B.A., 1964, University of Colorado, Boulder, Colorado
   M.B.A., 1966, University of Oregon, Eugene, Oregon

4. Johnson, Carl E. (Professor Tiffany)
   Senior, University of Denver College of Law
   B.A., 1960, Colorado State University, Fort Collins, Colorado

5. McDermott, Gerald P. (Professor Linn)
   Senior, University of Denver College of Law
   B.A., 1960, Colorado State University, Fort Collins, Colorado

6. O'Quinn, William L. (Professor Hurst)
   Senior, University of Denver College of Law
   B.S., 1961, North Carolina State University, Lumberton, North Carolina

7. Snead, Maxwell A. (Professor Linn)
   Senior, University of Denver College of Law
   B.S.B.A., 1965, University of Denver, Denver, Colorado

APPENDIX N

SUMMER PREPARATORY INSTITUTE

COLLEGE OF LAW
UNIVERSITY OF DENVER

I. COURSES

June 17 - August 16, 1968

Course	Hour	Days	Professor	Room
Criminal Law	9:00-9:50	T,W,Th	Hurst	205
Contracts	10:00-10:50	M,T,W	Linn	205
Law, Justice & Morality	11:00-11:50 10:00-10:50	M,T F	Callahan	205
Criminal Procedure	11:00-11:50	W,Th,F	Tiffany	205

II. TUTORIALS

Contracts (each Monday) Professor Linn

Group 1	2:00-2:50	)
Group 2	3:00-3:50	)
Group 3	4:00-4:50	)

Criminal Law (each Wednesday) Professor Hurst

Group 3	2:00-2:50	)
Group 1	3:00-3:50	)
Group 2	4:00-4:50	)

Criminal Procedure (each Friday) Professor Tiffany

Group 2	2:00-2:50	)
Group 3	3:00-3:50	)
Group 1	4:00-4:50	)

SUMMER FACULTY

Dean of the Law School - Robert B. Yegge

Director, Summer Institute - William S. Huff

Professor Kenneth R. Callahan

Professor Harold E. Hurst
Teaching Assistants: Charles H. Booth and William O'Quinn

Professor John Phillip Linn
Teaching Assistants: Gerald P. McDermott and Maxwell A. Snead

Professor Lawrence P. Tiffany
Teaching Assistants: Douglas H. Gross and Carl E. Johnson

APPENDIX O

APPENDIX P

SUMMER PREPARATORY INSTITUTE
COUNCIL ON LEGAL EDUCATION OPPORTUNITY
COLLEGE OF LAW
UNIVERSITY OF DENVER

June 1, 1968

WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9	Study Time	Crim. Law Class	Crim. Law Class	Crim. Law Class	Study Time	Study Time	Free Time
10	Contracts Class	Contracts Class	Contracts Class	Study Time	Law, Justice & Morality Class	Study Time	Free Time
11	Law Justice & Morality Class	Law, Justice & Morality Class	Crim. Pro. Class	Crim. Pro. Class	Crim. Pro. Class	Study Time	Free Time
12	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time
1	Study Time	Study Time	Study Time	Study Time	Study Time	Study Time	Study Time
2	Contracts* Tutorial Sec. 1	Study Time	Crim. Law* Tutorial Sec. 3	Study Time	Crim. Pro.* Tutorial Sec. 2	Study Time	Study Time
3	Contracts* Tutorial Sec. 2	Study Time	Crim. Law* Tutorial Sec. 1	Study Time	Crim. Pro.* Tutorial Sec. 3	Study Time	Study Time
4	Contracts* Tutorial Sec. 3	Study Time	Crim. Law* Tutorial Sec. 2	Study Time	Crim. Pro.* Tutorial Sec. 1	Free Time	Study Time
5	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time
6	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time	Free Time
7-11	Study Time	Study Time	Study Time	Study Time	Study Time	Free Time	Study Time

*Each student will be assigned a section; when your section is not meeting these hours will be study time.

This schedule represents a minimum effort for preparation and mastery of the work to be assigned.

BOOK LIST

1. CRIMINAL LAW (Professor Hurst)

   Perkins, Criminal Law Cases and Materials (Foundation Press, 1966)

2. CRIMINAL PROCEDURE (Professor Tiffany)

   Hall and Kamisar, Modern Criminal Procedure (West Publishing Co., 1966).

3. CONTRACTS (Professor Linn)

   Friedman, Contract Law in America, A Social and Economic Case Study (University of Wisconsin Press, 1965).

4. LAW, JUSTICE & MORALITY (Professor Callahan)

   Schwartz, Cases and Materials on Professional Responsibility and The Administration of Criminal Justice (1961)

   Freund, The Supreme Court of the United States

   Cardozo, The Nature of the Judicial Process

   A Guide to Court Systems

   Introduction to Law, Selected Essays, Harvard Law Review

APPENDIX Q

LAW SCHOOL ADMISSION TEST SCORES

Student Number	6/15/68 Special Testing	Previous Tests	Date
1	429 W42 B47	--	
2	333 W31 B26	--	
3	663 W61 B60	--	
4	389 W41 B42	--	
5	409 W34 B52	339 W37 B41 334 W25 B46	2/68 2/67
6	292 W35 B44	--	
7	386 W35 B53	--	
8	426 W31 B54	--	
9	403 W36 B47	--	
10	320 W28 B36	355 W22 B31	4/68
11	395 W45 B47	--	
12	380 W39 B43	--	
13	507 W43 B43	--	
14	439 W41 B41	395 W48 B42	2/68
15	423 W43 B49	--	
16	309 W30 B40	--	
17	495 W51 B47	--	
18	327 W35 B25	342 W34 B33	4/66
19	531 W56 B49	--	
20	527 W54 B45	505 W45 B44	11/67
21	405 W41 B49	--	
22	556 W38 B34	--	
23	468 W45 B36	495 W46 B46	2/68

APPENDIX R

24	376	W41	B47	395	W31	B38	2/68
25	495	W44	B31	474	W46	B40	4/67
26	386	W47	B38	--			
27	283	W30	B28	--			
28	526	W53	B48	--			
29	389	W40	B47	--			
30	543	W63	B50	--			
31	309	W38	B29	--			
32	Did Not Take			479	W53	B42	4/68
33	489	W42	B56	468	W43	B50	2/68
34	615	W48	B33	482	W43	B45	5/68
35	444	W43	B47	--			
36	465	W42	B40	--			
37	468	W45	B57	394	W43	B45	2/64
38	380	W35	B36	--			
39	333	W41	B44	--			
40	509	W39	B34	--			

SUMMER PREPARATORY INSTITUTE

COLLEGE OF LAW
UNIVERSITY OF DENVER

SCHEDULE OF PRELIMINARY EXAMINATIONS AND REQUIRED PAPERS

	COURSE	PAPER DUE	EXAMINATIONS (Not Including Final Examinations)
1.	Law, Justice & Morality	Monday July 22	None
2.	Contracts (Prof. Linn)	Monday August 5	Practice Exam Monday June 24 Mid-term Exam Wednesday July 10
3.	Criminal Law	1st: Tuesday July 2 2nd: Tuesday July 30	Practice Exam Wednesday July 3 Mid-term Exam Wednesday July 24
4.	Criminal Procedure	1st: Wednesday June 26 2nd: Wednesday July 31	Mid-term Exam Wednesday July 17

This information will serve to assist you in planning your study schedule and allocating sufficient time for required projects.

There may be other short writing assignments in some courses, but this schedule covers the major requirements (other than final examinations) you must complete.

APPENDIX S

SUMMER PREPARATORY INSTITUTE June, 1968

COLLEGE OF LAW
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FINAL EXAMINATION SCHEDULE

COURSE	DATE	TIME	ROOM
Contracts (Prof. Linn)	Friday August 9	9 a.m.-11 a.m.	205
Criminal Law (Prof. Hurst)	Monday August 12	9 a.m.-12 p.m.	205
Criminal Procedure (Prof. Tiffany)	Wednesday August 14	9 a.m.-12 p.m.	205

There will be no final examination in Law, Justice and Morality

EXAMINATION CRITIQUES

COURSE	DATE	TIME	ROOM
Contracts	Thursday August 15	9:00 a.m.	205
Criminal Law	Thursday August 15	1:30 p.m.	205
Criminal Procedure	Friday August 16	9:00 a.m.	205

APPENDIX T

LAW SCHOOLS ORIGINALLY CONTACTED

1. University of Arizona
   Tucson, Arizona

2. Arizona State University
   Tempe, Arizona

3. Baylor University
   Waco, Texas

4. University of California
   Berkeley, California

5. University of California
   Davis, California

6. University of Colorado
   Boulder, Colorado

7. University of Houston
   Houston, Texas

8. University of Iowa
   Iowa City, Iowa

9. University of Nebraska
   Lincoln, Nebraska

10. University of New Mexico
    Albuquerque, New Mexico

11. University of Minnesota
    Minneapolis, Minnesota

12. University of Santa Clara
    Santa Clara, California

13. Southern Methodist University
    Dallas, Texas

14. Stanford University
    Stanford, California

15. University of Tulsa
    Tulsa, Oklahoma

16. University of Virginia
    Charlottesville, Virginia

17. University of Washington
    Seattle, Washington

18. Wayne State University
    Detroit, Michigan

19. University of Wyoming
    Laramie, Wyoming

APPENDIX U

LAW SCHOOLS ACCEPTING SUCCESSFUL CANDIDATES

Law School

University of Arizona
University of Colorado
University of Denver
University of Iowa
University of Minnesota
University of New Mexico
Stanford University
University of Washington
University of Wyoming

These law schools accepted Summer Institute students, who for military or other reasons, will not be attending in September.

Drake University
St. Mary's University
Southern Methodist University
University of Tulsa

APPENDIX V